BEFORE THE

CALIFORNIA BUREAU OF STATE AUDITS (BSA)

In the matter of

Citizens Redistricting Commission (CRC)

Applicant Review Panel (ARP) Public Meeting

555 Capitol Mall, Suite 300

Sacramento, CA 95814

TUESDAY, AUGUST 17, 2010

1:00 P.M.

Reported by:
Peter Petty

APPEARANCES

Members Present

Nasir Ahmadi, Meeting Chair

Mary Camacho, Vice Chair

Kerri Spano, Panel Member

Staff Present

Donna Neville, Panel Counsel

Diane Hamel, Executive Secretary

Interviewees

Beverly Mae Finley

Wesley A. Hussey

Patrick D. Jefferson

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PROCEEDINGS

01:00 PM

MS. NEVILLE: Good afternoon. It's 1:00, and we're back on the record with Ms. Finley. Welcome.

We're going to begin with your five standard questions.

The first question is: What specific skills do you believe a good Commissioner should possess?

Of those skills, which do you possess?

Which do you not possess and how would you compensate for that?

Is there anything in your life that would prohibit or impair your ability to perform the duties of a Commissioner?

MS. FINLEY: Thank you.

My responses in terms of skills is I'm assuming that one is intelligent with the work ethic and also make a commitment to this project which is so important.

Also, you need to know the mission and Prop. 11. Be a good listener. Also to have the ability to analyze data, turn it into information, and develop a plan and implement that plan.

You have to be a problem solver, objective even when you become faced with emotion, or perhaps contentiousness. Be accustomed to diverse groups. That's

just not culturally. That would be professional, gender, age, ADA, and dare I say political.

Also collaboration is a major quality that one must have.

To be honest, I believe I possess those qualities. I've had the fortune to have a wide variety of experiences and I've been seasoned or polished, if you will, by that variety of experiences.

I'm a quiet warrior. There are times people say if they didn't know me they'd think I was passive. But they also go further to find that the quiet warrior is very much home.

So with that, I just think that answers your question.

MS. NEVILLE: Great.

Describe a circumstance from your personal experience where you had to work with others to resolve a conflict or difference of opinion. Please describe the issue and explain your role in addressing and resolving the conflict. If you are selected to serve on the Citizen's Redistricting Commission, tell us how you would resolve conflicts that may arise among the Commissioners.

MS. FINLEY: The example that I'd like to give you is when I arrived at the hospital and became the CEO, I discovered that one of the nurses in the emergency

department was creating a problem. She was affecting morale. She was rude to doctors and rude to patients.

When I went to the Director of Nurses and the Department Chair, I was told this employee had been there for 26 years and there was nothing they could do because she'd always go to the union.

I met with the Director of Nursing and the department head and explained to them that her behavior was inappropriate. And we developed a plan how to meet with her -- that is, the nurse -- and define what changes had to be in her behavior and how quickly.

Needless to say, that was a journey that she very quickly went to the union rep, met with him and was very upset. I listened and explained to him that her behavior was unacceptable and we needed to modify it or she needed to leave. Over a period of time of about six weeks -- of course, everything was documented. But over a period of six weeks, we met with her and gave her guidelines and increased the severity of the conversation.

The last time that the union rep came to me, he said, Bev, "The union has decided that they can't support her anymore. So we're about to tell her that we will not support her. But you need to give me language in a different form than you've been giving it so that I have the right words that I need when I go to her."

So we agreed on the language which was exactly what we had been saying but a little differently, in which case, she was given notice that the union would no longer support her.

The resolve of any conflict there is not with the employee who decided to retire, but with the union rep who had to be convinced that this wasn't a typical administrative union conflict. And he became a very close friend. And I invited him at any time he chooses to attend my open staff meetings. There would be no secrets, because I had an open door policy anyway. And I was honored by the respect my employees gave me by taking advantage of it.

MS. NEVILLE: How will the Commission's work impact the state?

Which of these impacts will improve the state the most?

And is there any potential for the Commission's work to harm the state? And if so, how?

MS. FINLEY: We have great responsibility if we are chosen to be a Commissioner. I really think that I'm assuming there are time lines for the goals, ground rules regarding meetings and all of the rest and holding the people accountable.

But the most important thing I think the

Commission can do through the process is to begin winning back the public respect for the Legislature and for the political process.

The fact that we still don't have a budget is primary. The fact that we have so many unemployed, so many people losing their houses, and we are still playing games at the Capitol is not acceptable.

As a result, both parties are locked into bipartisanship. Actions are not transparent. People are not working together to solve the state's issues.

So we have a chance to open that dialogue and show that in fact they can be brought back to working on the people's business.

The focus has to also be responding to the Commissioners. Everything the Commissioners do will be watched. If we are not displaying thoughtful, committed work, then they'll think that we have lobbyists and legislators pulling the strings from the back room. I also think we have to be transparent, such as the process that you put in place, which is excellent.

We also have to have behavior that when we're in public meetings or private meetings, we have to be collaborative, objective, and working to solve the problem and putting the issues of various platforms behind us.

I think the biggest thing that we will do also is

that we will stop the gerrymandering and the natural bias of incumbency where 99 percent of the elected officials are re-elected. I think that leaves a taste in everybody's mind in terms of regardless of the party that that is not going to be doing business because business isn't being done and when you just perpetuated it, it worsens it.

I think the other issue is if we are not collaborative on the Commission, we won't get the nine votes we get to make progress. That's a big one. That's as bad as passing the state budget.

Also I think the Commission has to be frugal in its expenditures. I think there is a sense among the public that money is wasted. And I've heard comments say, well, the Commissioners gets so many dollars and it's just a boondoggle. I think we have to show that the work we do is not according to money. It's toward the needs of the state. But we do have the watch our behavior.

I also think that the issues that are going to be on the November ballot to either eliminate the Commission or expand its responsibilities will have a significant impact on the work that the Commission does.

I think that really covers what I want to say.

MS. NEVILLE: Okay. Describe a situation where you've had to work as part of a group to achieve a common

goal. Tell us about the goal. Describe your role within the group. And tell us how the group worked or did not work collaboratively to achieve that common goal.

And if you are selected to serve on the Citizen's Redistricting Commission, tell us what you would do to foster collaboration among your fellow Commissioners.

MS. FINLEY: The example I'm going to show you is the closing of the hospital of which I'm a CEO. Not surprisingly, I disagreed with the vote to close the hospital. And generally I believe that if I can't support the goals and the vision of the people running the show, in this case, the Board, that I should step aside.

In this particular case, I truly believed that I had a function that I could fulfill during the transition and closing of the hospital and the survival of the health services. The CEO of course appointed several committees to work on the transition. The one that I want to focus on is the one with the employees and outreach into the community.

I took as my responsibility to meet with each of the communities throughout the county, explain why the vote was done. And for your information, it was predominantly because the seismic requirements were going to be very expensive. We had a very old hospital. Lots of asbestos. Very inefficient. The heating and air was

really poor. But nonetheless, I wanted the community to know why that was happening and explain what would happen at the hospital and what services would remain there, in which case I was also holding employee meetings and with the physician groups that worked at the hospital and were teachers for our residents and explained to them what opportunities they would have and again what the plan for services would be.

Now, naturally, many of us were on all of the committees and there were physician representatives and employees on the transition teams as well.

I also wanted to be a liaison with the Doctors' Medical Center who was going to assume responsibility for inpatient care, and especially with their HR people to take care of the employees that were being displaced. And there were nurses and clinical staff as well as clerical staff that would be displaced. There were over 600 employees that would be out of a job.

I also wanted to develop a plan to say farewell to the building and the staff on New Year's Eve, December 31st, which was the closure date. The result of -- I should say one more thing. There was a lot of adversity in terms of Doctor's Medical Center is a for-profit hospital in town, very good hospital. But they certainly didn't want our patients in that lovely hospital. And

that was very clear.

I sat on the Board of that hospital and heard some of the allegations that our patients, my patients were stealing from them. And one of the episodes I did was said take a pole of all of the patients any day in the house and have the physicians and nurses tell us which are problem patients. And there were about 25. There are about 400 beds in the hospital. Of these 25, 10 of them were county patients, and the rest of them were insured, regular patients and private physicians.

So the results of our transition team and my efforts among many of my colleagues was that every full-time RN had a full-time job when we closed. They received and continue to receive their benefits and their earned time. The clinical and administrative staff were offered positions within the county, others hospitals as well as other health systems.

I fulfilled a long time dream to build a clinic on the west side of town, which is the underserved area, and where all the minority lived and they had never had a clinic. And I worked with the West Modesto King Kennedy Neighborhood Collaborative to develop a plan to build a clinic on the west side. The clinic we built was designed both as a community center as well as a health center where the community could have meetings, where they could

have mental health services, eligibility services, pharmacy services, and it was located in a grocery mall so they do different things they needed. I'm very proud to say that the conference room is named Bev Finely and I take that with great pride.

And I think the hard thing was when you feel as I do emotionally responsible for the underserved and immigrants that counties hospitals are known for. It's really hard to think they're not going to get the full complement of services that we were prepared to do because we had worked with them forever and public health was also part of our system. And it was very hard to listen to patients or employees who would talk to me and tell me how they felt they were treated when I was over there to the medical directors meeting at the hospital. And they would search me out in the halls and tell me what's going on. And many of our patients were not treated the way I believe they should be.

That has changed over time, because they gradually got used to us, used to my people, and I think things are good now. But of course with all the uninsured and everything, the difficult -- very difficult time.

MS. NEVILLE: A considerable amount of the Commission's work will involve meeting with people from all over California who come from very different

backgrounds and very different perspectives. If you're selected to serve on the Commission, tell us about the specific skills you possess that will make you effective in interacting with the public.

MS. FINLEY: The first thing I would say is all those people in California came from all over the world and one needs a broader view. But I have had happily a lot of experience in different areas through my career where I worked with minorities and been an active part in that.

In fact, in 1965, when I was at the University of Washington, I helped implement in the administrative services the Civil Rights Act and was very proud of our services and it was a challenge because many of the people that we were hiring had not worked in the university environment. And yes, we learned from that.

And then when I was a tennis coach in Nigeria, I was faced with tribalism, students from royal houses. It was a military dictatorship just after the Biafra war. And yet here I was, a white female tennis coach at the university who was selected to be the all Nigerian University tennis coach to take the team to the All African Games in Ghana.

And time's up.

MS. NEVILLE: You have five minutes.

MS. FINLEY: Oh, five minutes.

In addition to that, I'd like to say that one of my pride is what I call the String of Pearls. And they were the seven clinics that I established, recognizing that our patients didn't have cars. They had families, couldn't afford babysitters. And our goal was then to put clinics in the areas where they lived. And we did that in seven communities.

The last one was the one in the west side of town that I spoke of earlier. I think also that right now I'm working with a group again King Kennedy Center Neighborhood Collaborative on developing a walking path on the west side of town in memory of a woman named Helen White who was an African American woman who was a real activist. I loved Helen and we're honoring her with this trail because the kids walk to school because of course they can't be driven by folks. And it's not always safe on their journey. So this is a really important aspect and I'm part of that team, too.

In terms of how I'd work with them, I think that the first thing you do is give them respect and recognize their differences and show concern for that. Be willing to accept or seek compromise. Listen carefully not to what just they say, but what they mean and what's the reference behind how they're saying it. Ask enough

questions and develop enough trust that you can find their really heartfelt concerns. For instance, many cultures won't go to the hospital for medical care, because they only go to hospitals to die. So going to the clinic was a nice answer for many of the cultural issues that we face.

And I'm also thinking the diversity in terms of the hearing impaired or language barriers or all the ADA requirements. And sometimes the media should be in areas where people are more comfortable in their home neighborhood, their place of living, because they fear the administrative and bureaucracy that we represent.

MS. NEVILLE: Thank you.

Mr. Ahmadi, your 20 minutes.

CHAIR AHMADI: Yes, thank you.

Good afternoon, Ms. Finley.

MS. FINLEY: Hello.

CHAIRPERSON AHMADI: You have answered some of my questions that I have listed here and I appreciate that. Thank you. That saves us time.

I'd like to take you back to a response to the first standard questions.

MS. FINLEY: Yes.

CHAIR AHMADI: You mentioned amongst other skills that the Commissioners should possess you said that problem solving is critical. Let me ask you if you can

please share with us based on your experience and knowledge and lifetime experience what problems do you foresee as facing the Commission?

MS. FINLEY: The first problem I think is that we are going to be seen as a political body and part of the problem as opposed to being part of the coming solution.

I also see some bias in regard to the fact that 60 percent of the qualified candidates in the short shift of the 120 are white males. And that concerns some of my female patriots.

At the same time, I think they're going to look at us for a long time. We're going to have to earn trust and we have to be patient. And I think we need to plan the first meetings and resources that we have in places where we know that we can do a good job and express our mission in a way that they develop trust in us. And I really believe a lot of the signals is what people see, like your kids, more than what you say. So I think it's really important that we are professional and respect them and feel accessible to them.

I think there will be some who think that they applied for the Commission, because there is a stipend. I have to confess I didn't know there was until well after I had filed. I've never taken a job for money. So it wasn't something I even looked for. But I think there

will be suspicion and a wait and see. I think we need to overcome that.

CHAIR AHMADI: Okay. Thank you.

Looking at your application, what your experience is and career, I have to say, wow, what a broad, exciting experiences you've had.

And it seems like you have been open to taking all sorts of challenges throughout your life. Tell us what you think will be the most challenging aspect of being a Commissioner.

MS. FINLEY: To me, it's going to be a sense of meeting the goals and meeting the people's needs and being accessible, being a friend they trust. I think one of the things I value most from my career is when people meet me and see me, they always tell me the same thing. First, I was a mentor, which I must have done unconsciously. But more importantly, they knew I would tell them the truth. And it may not be what they want to hear. But at the same time, they trusted that.

And so when I talked about the open door policy, I want people who come to our meetings to feel that they can approach any of us, me particularly. But I really believe strongly we need to get away from the current environment and the bias about districts.

When I ran for mayor, for instance, what I

discovered was the leadership in neither party had in the community were leaders. They were loyal to their party. They were loyal to the platform. But they really weren't loyal to the city about what should be elected. And I think we have to show that we're going to be loyal to the people. And that's going to take some time.

I hope that answers your question.

CHAIR AHMADI: Yes.

MS. FINLEY: I have to say that I feel like I've been one of the most blessed people with the opportunities that I've had. It's a joy.

CHAIR AHMADI: Thank you. Thank you very much.

The next question I had is -- let me read it so you so I can get it correct. When you worked at the surgery center, you describe how you built mutual respect and trust with the doctors and the way you dealt with their behavior that made impartiality difficult to achieve. Would you use this same approach with residents of California who may display high emotions at a public meeting?

MS. FINLEY: Absolutely. I can still remember when I learned to do that. That was the University of Washington in the 60s where we had all the student riots and I was in the administrative building. And because they had bonded, there were just a few of us there

answering the irate parents that accused us of converting their children to communism. And I can still remember the time I hung up and my blood pressure hadn't been raised. I felt that I had listened to them and I wasn't personally involved. That was a skill I had to learn. I really consider that part of my seasoning.

But at the same thing, if you get off into the personality in the emotion of it, you stop thinking about the solution. And I think as soon as you're blaming someone because they're being so emotional or whatever, you lose sight of your goal and you don't solve the problem. And so being calm, grace under pressure is how I refer to it.

And the episode that I think about is after I was caught in the coup in Nigeria, waited ten days to be able to get out, got on the plane, and was led off at gun point by the military who thought the CIA had killed the head of state. It turned out in fact it was one of their military people. But I had a Nigerian man that touched my arm and said, "Keep your eyes down and do whatever I say." And I did so. So we eventually got on the plane. When we got to Khana, which is in the north, they did the same thing because they thought the killers were trying to escape.

You have to learn to be calm under that. And I think I'm not perfect, but I think I've gained some

ability to do that.

CHAIR AHMADI: Very impressive.

MS. FINLEY: Thank you.

CHAIR AHMADI: Thank you.

Obviously, you seem to have a love for a wide range of people and communities. If selected as a Commissioner, what are some of the communities of interest you think the Commission will be encountering and how will your life experiences be beneficial?

MS. FINLEY: I think we are honor bound to be into communities that are not now represented or feel disenfranchised by the current process. I think that wide experience that I've had working throughout the state as well as throughout the world, I think that the first thing we have to do is be able to understand our population. Understand where they're coming from, even when we know we're going to disagree with their platform. If you know you are going into a far right or left or whatever, then understand that and be prepared for the emotion.

I mean, you have to get past that and the only way we're going to get past that is to really say that you really understand where they're coming from. But we're in a period of time where we're looking for a different solution. Help us get there. And invite them to join us in the dialogue so that we can hear what's really behind

it. It's got to be more than just party platform.

It's got to be now they have to pass the budget. They've got to take care of the business in the state. And if they know we're going into an area that has illegal immigrants and it's hard to find some that don't, then we need to understand we're going to get questions. So I anticipate ourselves what we're going to face so that we're prepared to do so and respond. And let them understand that we understand. But we still need to move forward.

CHAIR AHMADI: Thanks again.

In 2008, you became the director of Ethiopian Hostile Project under the Clinton Administration. Were you appointed to that position?

MS. FINLEY: Yes, I actually had to go back to Yale and undergo an interview, which I did do. And then I was in Washington, D.C. A couple of physicians and members of the Clinton Foundation were in D.C. So I flew back to D.C. and met with them and they offered me the job.

And talk about cultural shock. They were very concerned again that to be going into a new country. But when we talked, I could talk about tribalism. I asked them some of the questions that they might have thought they should ask me. So they invited me down after I was

offered the job for an interview in Addis.

I have to say I was extremely impressed with the Clinton's Foundation work there. They had seven different programs. It was really phenomenal. So I was interviewed by the Clinton Foundation people at Addis, and after three days they said, "You can't go home. The job is yours. So you might as well find a house." And I did all of that.

The people were so warm and welcoming. There was such opportunity. When I found is that it was very like Nigeria, the health care in Nigeria back in the 70s. And yet, there I met with their Director of Health for the country. This was his initiative and his real special interest was improving the hospitals. And one of the big issues is that nurses there still think that whatever the doctor wants, whatever that means is okay. And I even took with me from a friend who does medical supplies an ultrasound breast cancer detector and was prepared to give it to them if we could get a physician and some maintenance people who can maintain it. I couldn't. So I didn't have them send it.

So I think it was exciting. I was honored to be selected. My husband is healthy now, but at the time has passed. Maybe in the future.

CHAIR AHMADI: Thank you.

Along the same line of being appointed to not

only by that foundation, but based on my count of the entities listed on your political issues it seems like you have over 21, boards, committees, task forces, associations, and commissions. Were any of those appointed positions? And if yes, who was the appointment from?

MS. FINLEY: The Doctors' Medical Center was an appointed by virtue frankly of having been the CEO of the hospital before it closed. Most of those boards are volunteer boards. The one that I'm in now is Sutter Regional Health Board in three counties. And I was invited to join them. So those organizations are part of my -- it's two things. One is commitment to the community. But I'm a much better, happier person when I'm doing something for others than I am sitting home. And so I know I need to be with people. So my husband is playing golf and I volunteer. We're very different.

CHAIR AHMADI: Thanks.

How much time do I have?

MS. HAMEL: Six minutes.

CHAIR AHMADI: What laws do you think the Commission must consider when redistricting?

MS. FINLEY: What laws?

CHAIR AHMADI: Yes.

MS. FINLEY: Interesting.

Well, I would hope that we would consider the laws governing right now the whole voter registration and that process. I think, for instance, that in some communities, states, different states you can actually register the day of the election. And if you get everything done, you can vote.

The other issue that I'd like to see at least evaluated is that people learn to respect the right to vote and maybe we do that by giving time off from work or an early day. Something that is an incentive. In some countries, they actually pay people to vote. I'm not suggesting we do that. But I think too many people don't respect that privilege that we have.

And maybe we need to look at the education system that doesn't really focus enough on the privileges that we earn by just being born in America.

The others I would say would be one that comes to mind, and I'm not too sure why is there is a disrespect for many commissions that has been seen to be a boondoggle for political people who have out run their service. They can't run for an election or whatever. And it's perceived that they get as much as $100,000 a year. And I think there is a chance to look at some of those structures in terms of whether they're valuable to the state. And I don't know how we would do that. I'm just thinking that

those are issues that I think are real.

I think the other issue is how do we -- how do we really look at the people of the state? Aside from being a political party, what are their needs and how do we find out what those unmet needs are? And certainly we're going to be in the community. We're going to learn a lot. We're going to learn what they care about, whether we mean to or not and whether it's even relevant to redistricting. We're going to find out a lot about the state that maybe people haven't found out before or haven't asked before.

So maybe it's not so much the laws, but the information we receive and how then do we get it to the source that will look at it.

CHAIR AHMADI: Do you believe that the Voting Rights Act is a necessary law? And why or why not?

MS. FINLEY: Yes, I definitely do. That's one reason I signed up is that my experience of running for mayor which I did not have in my own agenda. I was asked to do that. And I agreed to do that.

But I think the way the parties work throughout the state is that we need to make a major change. And I see the redistricting as the first step to stop the bias of incumbency being re-elected. Stop the platform of the power -- the party in power of being held to everybody's standard. Get out there that there are good things for

all of us regardless of the party. It isn't the party that isn't making the state run. It's the citizens. And hopefully the people that we elect that are going to solve the problems.

And I think we also have to show that this can be done in an open way, explaining and educating people as we do that to trust us. And if they trust us, maybe they will trust the next elected officials.

CHAIR AHMADI: Thank you very much. I don't have any more questions.

MS. FINLEY: Thank you.

MS. NEVILLE: Ms. Camacho.

VICE CHAIRPERSON CAMACHO: Thank you.

Hello, Ms. Finley, how are you doing?

MS. FINLEY: I'm doing fine. Thank you.

VICE CHAIRPERSON CAMACHO: Good.

You talked a little bit about your opportunity to be the University of Nigeria's tennis coach. I have a few questions regarding that.

MS. FINLEY: All right.

VICE CHAIRPERSON CAMACHO: As a minority coaching the university tennis team in Nigeria, did you face discrimination? If so, how did you deal with it and also what did you learn from that experience?

MS. FINLEY: It was amazing. I was actually at a

grade school negotiating for a motorcycle so I could drive back and forth to work to teach school because I really thought I would teach economics and English. Someone rode up -- this young ran rode up on a bicycle. Somehow they found out I was a tennis coach here in California and they quickly said I needed to come down to the athletic department, which was amazingly big and beautiful. And their clay courts were made up of -- come on -- termite hills. You see those in National Geographic. They ground it up and that was their play court. Well, needless to say I had never played on one of those before.

But the young man I was playing was not very good. And so the amazing thing of that interview is I went into the gym. I walked into the gym and found a ball machine where it throws out the balls which was made in Modesto, California. They showed me the brochure and there was three little blonds kid with the pro there. That blonde kid was one of my three sons. I couldn't believe it.

So the first thing I said was you have to buy new springs. That ball machine is going to break and you're not going to get to use it. Turned out one of the faculty had taught and got his Masters degree at UOP.

Yes, I did find discrimination. When I went to the games, I refused to play this one boy who was from a

royal house. And he said that I had partiality to one particular tribe, and they were the Igbo. He was a Yoruba, which is the more aggressive tribe. And they all have characteristics, of course.

So he went to the military man standing on the side of the tennis court where we were going to play our match that day and he would not leave the court, the young man. So I went to the military man and said, "I don't plan to play this young man today because he refused to train. So I need to have him off the court." They picked it up under his arms, carried him off the court, drove him to the train station and sent him home.

When there were allegations when we were just training or at the games that tribalism was a problem, it was amazing the support I got from the faculty of the athletic department who of course had watched me in action and realized that they weren't used to training. They play tennis -- usually Igbos have to confess, because Igbo is where all the oil is. And they have a big influx of ex-pats, so they were exposed to the games and the western things.

I have to say once we drove one of my students home and I asked her if she came from a big family. And she said, "Yes, I want you to meet my dad." We drove up through one plantation of pineapples. Another one was

plantain. Another one with other crops with a guard at each one. And this was on the way to her home. Turns out she was a princess. Her dad was a Secretary of Protocol for the country after the Biafra war. Had two tennis courts. Three Mercedes. Southern California style house. It was amazing.

I had amazing support from everybody I worked with. But yes, there were allegations when things were different than they were used to. But we win the silver.

VICE CHAIRPERSON CAMACHO: From that experience, could you apply any of that to the Commission to help you with the Commission work?

MS. FINLEY: The one thing I think it taught me was what it was like to be a minority. What it was like to not be welcomed in everybody's home. We had friends who were professional and Nigerians who were professional and we also interacted actively with Nigerian males who had been educated abroad in UK or the U.S. bringing back American wives. And everything was fine in the states, but when they go back home, they reverted to their own customs. So we had a friend who was a Ph.D. in nutrition and she was expected to carry the firewood and carry the water on her head. And she just all of a sudden became a native woman.

And it was different to see when we weren't

invited to a Nigeria couple's home. They weren't comfortable with that. On the other hand, a neighbor of ours who were Nigerian, had us over all the time, and their kids and our kids played together.

So there's subtleties that you pick up on. And there are subtleties in our own culture. Like we have a lot of moms and Cambodians in Modesto refugees. And many of them came and were educated. Others were farmers most particularly. And they weren't sure of us and they have no reason to trust us.

So I think it's really to observe, listen, make sure that they know we are concerned about them individually and we're going to show that by our actions. And I think that subtle difference and sensitivity to watching as well as listening to other conversations, absolutely. I mean, it changed -- it certainly changed our lives. We had wanted to be in the Peace Corps. It had changed our lives, and it changed all three of our son's lives in the sense that they learned that not everybody gets to go to school. They learned there are different religions. They learned that the water didn't always run. The lights didn't always work and phones. And you ate what you could get, which was usually native food. Some of it was very good.

And we take so much for granted. I think we need

to put ourselves as a Commission in a learning mode about the thing that we take for granted and don't even think about and the things they aspire to that are things that we just assume. So yes, it changed my life.

VICE CHAIRPERSON CAMACHO: Thank you.

Did you face any competing or conflicting policies when you shifted from the CEO of Stansilaus Medical Center to Director of the County Health Services Agency? And if so, provide an example of how you dealt with the issue.

MS. FINLEY: Maybe the conflict within myself because the hospital was gone. I didn't experience anything. We absorbed totally the public health services. We worked very closely with mental health and social services. We really tried to maintain all of the ambulatory services. One of the things we did was we had space now. We built the child care center on the campus so they could check their kids, in essence. And it was staffed with our volunteers.

I think -- I always felt like I didn't -- my employees didn't work for me. We worked together. And I think we were a team. And they accepted the new rule. And yeah, we had to change and it was difficult. But we were in it together. So I really didn't have any of that.

VICE CHAIRPERSON CAMACHO: How about shifting

over from being a CEO at Stanislaus Medical Center to a Director of the County Health Services Agency? Did you have any or was that a pretty good transition for you?

MS. FINLEY: That went pretty smoothly, because I had a core group of 1200 people that we had been working together with. So we were seeing over 200,000 patients a year in clinic visits. And yeah, we had to reallocate some of our resources, some of our staff. We have refined some of our systems because the billing was different and we could accommodate that.

But as I recall -- well, there's some angst because it's obviously not easy. And some of our employees were not happy. And many of our employees were threatening to sue the county because of the closure of everything. But actually it went very well.

VICE CHAIRPERSON CAMACHO: Can you help me understand a little bit? With the CEO of Stanislaus Medical Center, is that a hospital?

MS. FINLEY: Yes. That was a hospital.

VICE CHAIRPERSON CAMACHO: And when you became director of the County Health Services Agency, was that another hospital, or was it the same --

MS. FINLEY: It was the same site where the hospital had operated that all of the inpatient services moved to Doctor's Medical Center. Everything, all the

ambulatory service, urgent care, clinical, pharmacy, all of that remained. And the residency program still did all the ambulatory training at our site. Just their inpatient training at the other hospital.

VICE CHAIRPERSON CAMACHO: So basically you just took over that and you were the director over that?

MS. FINLEY: I was the director of the leftovers.

VICE CHAIRPERSON CAMACHO: Okay. I was trying to figure out if they were two different agencies or they were the same thing.

MS. FINLEY: Okay. No.

VICE CHAIRPERSON CAMACHO: You were talking about the West Modesto King Kennedy National Collaboration. I have a question regarding that. Could you describe what you learned with the West Modesto King Kennedy Neighborhood Collaboration that would help you as a Commissioner?

MS. FINLEY: I've worked with them for about 20 years. Many of their members worked with me at the hospital. But I have been active over there anyway.

The thing that I learned from them first and for most is there is a sense of community over there that we don't have often our side of town. When I was walking precincts with a couple of their members, we were walking down the street and this man drives up on his bicycle and

Carol said, "Steve, how are you?" Blah, blah, blah. And she said, "Let me introduce the mayor candidate. I know you can't vote because you're an ex felon, but you need to know that." And so we sat and chatted -- or stood and chatted.

We walked into a neighborhood that I was told our police would not drive in during their routine rounds because it was too dangerous. We walked in there and they knew everybody on the block. And they knew exactly where their kids were, what was going on. I was so impressed. And they take care of each other.

And the neighborhood collaborative has been in effect for 20 years. And it started off trying to increase access to medical area on that side of town. Right now, they have a grant addressing obesity and they've started a farmers market on the grounds of the King Kennedy Center bringing in fresh fruits and vegetables.

The other thing is they have a trail for exercise. Berkeley did a poling of the three schools along the path and found that 70 percent of the kids would walk or ride on that path, if it were safe.

So we've spent a lot of time going through the city, the county, the police, everybody to make that safe so that the yard work or the trees and shrubs and things

are of a certain height and style so nobody can hide behind them.

I learned that even when they didn't get a grant, they made it happen. They have perseverance that makes you proud to be associated with them. They're my dear friends. I'm just -- they proved to me so much that we are all alike given the chance. They're wonderful.

VICE CHAIRPERSON CAMACHO: From that experience, what could you bring to the Commission from that experience?

MS. FINLEY: I could certainly share attitudes. I can certainly share success that some of them have had. Many of them are looked at as the blacks on the other side of town. And they're not given credit for having an MA or BA. It's amazing the bias that is built in.

And I think I could explain some of their anger. Interesting enough, we just went to district elections for the Board of Supervisors -- I'm sorry -- the City Council. And the person from the west side who one is a white guy and a Republican so you think certainly one of their own would be there. But the truth of the matter is he's been over there. He's been their neighbor. And if they trust you, which we have to earn, and I think that's what we have to understand is where they're coming from. The strong woman who run most of the households is changing.

But the kids are still at risk.

We adopted families in the hospital for Christmas. We delivered Christmas presents to this one house on that side. Walked in the door and there was a couch right here. Sitting on the floor in front of the couch watching TV were three kids. They were afraid they'd get shot if they sat on the couch.

I think back to taking things for granted. If we had to face the biases and discrimination that they have had over their lifetime, whether their mom were Vietnamese or Cambodian, there is a different bias against the blacks in our community than against the Asians. And it has to change. And I think I would hope to explain if things occurred, I would try to explain what the real take was, what was the take-away on that as opposed to what we see and plain unacceptable. It might be the right mode. It might be Helen White was one, but be in your face. She was great.

MS. HAMEL: Five minutes.

VICE CHAIRPERSON CAMACHO: Thank you.

You talked about when the vote to close the hospital and you went out to the communities to kind of explain the vote. How did you determine how to go out to the communities and where to go?

MS. FINLEY: I started with my String of Pearl

locations where we had already a visibility there. And I made rounds once a month at every clinic to be sure that I made rounds for the staff who were there who were doing all the work.

So we started actually -- in one town, if I take Turlock, there is a hospital there and I asked if we could use their conference room. And in a former life I worked there, so I know the staff. And then made sure that all of our patients -- and it was in the hospital that we were going to have an open forum. And I think most people resigned because the Board had been fussing with this since the 80s. And most of them have hospitals except on the east side have hospitals close by. So it was really, what's left? Can we still go to the clinics? Will we still have the residents in here, et cetera.

The one that had the most contentiousness, if you will, was on the west side of town where I was explaining in my nicest possible way the firm problem. And this young man stood up and said, "I don't care. You're not providing health care to us over here. Nobody does that. And so why do I care if you close the hospital? It won't affect me."

And I said, "Okay. What do you need?"

And he said, "We need a clinic over here."

And I said, "All right, I'll work on that."

So you have to understand the anger which we earned. It's something that we really need to see the problem in the whole, not just at the current moment when you and I are disagreeing so that when I went to the community, I knew that community and I knew people that were going to be there that I could even single out and say, "Well, Tom, what do you think about this and what are the questions? Or you haven't asked the question about this. Is that not a concern?" So I knew the community well enough that I felt very comfortable doing it. Maybe I shouldn't have, but I did.

So it was a responsibility to our clients and to the community to know what was going on.

VICE CHAIRPERSON CAMACHO: With that experience and that knowledge going out to the community and getting their input, how would you use that as a Commissioner when you go out to public meetings?

MS. FINLEY: I'm very comfortable addressing people that I don't know. And I'm very comfortable with letting them know who I am by the name Bev and on the Commission as opposed to anybody else. And so I ask them who they are and why are they here and find out about them. I'm very comfortable doing that.

I did some of that last week when I was in a quality assurance meeting in one of the medical clinics in

Modesto, a big clinic and went to -- we were doing a quality assurance thing. So there were 15 people behind the registration desk. That's overwhelming to the patients wanting to register.

One of the ladies said to me, "What's going on? It looks like you're having a party and we weren't invited." So I walked over and told her what was happening. And she was just delightful. They want to know and be included, just like all of us.

MS. HAMEL: One minute.

MS. FINLEY: Let's be sure that people we're trying to meet and learn about, make sure they know that's really why we're there.

VICE CHAIRPERSON CAMACHO: Thank you.

MS. FINLEY: My pleasure.

MS. NEVILLE: Ms. Spano, your turn.

PANEL MEMBER SPANO: Good afternoon.

MS. FINLEY: Hello

PANEL MEMBER SPANO: Knowing that energy and drive that you have and dedicated yourself to conducting outreach to determine the service and level of care to provide the community knowing that the hospital is going to close, you're going to open this new medical clinic on the west side, how would you approach soliciting input from the communities that share common interest of other

areas throughout the state, such as in rural communities, in coastal areas?

MS. FINLEY: I think the important thing is when we set up a meeting -- let's use the consensus objectively areas. I think we need to do our homework. Find out about the cities? What are the issues? What are the demographics, including the ages, income?

If you know a lot about the community, you can start that to know what questions need to be answered. But if you just say we're going to hold a meeting and you appear, then you're not prepared to be accessible and understand their concerns. So I think the most important thing that anyone does is prepare for it.

PANEL MEMBER SPANO: That's great.

Knowing that the Commissioners have 58 counties -- cities and counties throughout the state, how would you approach -- what would be the best way to approach those communities in targeting those communities that are the unrepresented and want to really reach out to them to hear their shared interests?

MS. FINLEY: I think, first of all, we need to evaluate those counties and those districts and find out what their characteristics are. I would suggest the first several meetings we hold in an area that is more friendly than not and so that we can have some successes to build

on. The word-of-mouth is more important than the published notice of the meeting.

And I think I would look and I suspect many of us might have friends in all of those areas. I would look to contact two or three of them and say what do you think we can expect because we want to be prepared with answers, not just listening and find out what the underground is really talking about as opposed to just the surface things with redistricting.

PANEL MEMBER SPANO: Thank you.

Going back to your experience at the University of Washington and during the period where there are raging student activists, can you tell us your experience in the integration of affirmative action laws at the university during its hire of new employees.

MS. FINLEY: That was very interesting, because I was university regulations which is really PR and alumni and the fund-raising foundation. And so one of the first employees that we got was a former football player from the football team at the UW. And Gary was a wonderful man, but he came to work as an internal after graduating.

And then we had a volunteer man, an older man. I'm just talking about our department now.

And then through recruitment, we got two black young woman actually from California, both of them. One

from Oakland. And they became secretaries and clerical staff.

The person that was really my mentor was the volunteer. He was probably in his 60s, and I was in my late 20s, really unseasoned at that point. And he would come and meet with me and he would tell me things. Tell me how the secretaries felt being now two black women in the rest of the white staff. He would tell me what it was like for Gary who's a hero as a football player and now he's working for us. And he would explain this kind of things that we needed to do to make them more comfortable.

So he really suggested that I particularly work with one of the clerical staff to mentor her so she could feel comfortable to ask me questions -- she was the one from Oakland. Wonderful young woman. And then we did this throughout all the administrative offices at the university, which was at that point 25,000 students and 600 acres. So it was a city all by itself.

And during that time, one of the other learning experiences I have is they let out a contract to build a new library starting with a very deep underground parking garage. They awarded the contracts and there were no black contractors awarded a contract.

So one day, about twelve African American men appeared at the site where there was already this deep pit

and they basically tried to talk -- I'm ahead of myself. First they met with the president. Told the president that the African American community should be having contracts with this --

PANEL MEMBER SPANO: She should or they shouldn't?

MS. FINLEY: She should. These black men were saying, "You're ignoring us. They're discriminating. This is part because of the Civil Rights Act legitimately." And apparently Charles says, "Contracts are out. What can we do about it?"

So the next day a dozen of these men came and they brought sledge hammers and they drove the workers' cars into the pit. They broke other people's cars. I had never seen violence. My window on the fourth floor looked out on this. I had never seen violence like that.

What was learned from that is that violence worked. They found a way to make contracts with the African American contractors as a result of the violence. Nothing needs to get to that point. You need to listen and understand and make it happen before they have to revert to violence.

It's to me at that point in time -- my first one was how can people be so bad and do all this? My second one, where were we? Why can't we accommodate without them

doing this? So I can understand both of that. I think it was a slow process and it was difficult. Because I worked where I did and was all over campus for other reasons, I was very often the person that they, the black new employees, came to, because my mentor, my volunteer taught them that they could do that.

PANEL MEMBER SPANO: Was your volunteer black?

MS. FINLEY: Yes.

PANEL MEMBER SPANO: He was. So they could identify with them?

MS. FINLEY: He was so good for me. He taught me so much.

PANEL MEMBER SPANO: So how did you -- aside from getting the attention through violence, how did the school recognize this and integrate into their hiring policy on how to reach out to minorities?

MS. FINLEY: That's a very interesting question, because one of the groups that I worked with, we had a workshop on how to advertise and recruit in various minority communities, including the blacks. And so we had to go to new places. I mean, they weren't going to read Seattle Times. So we had to go to the areas where they lived, their churches, ads in the local newspapers of their communities.

And Seattle was a wonderful town. It's still a

wonderful town. But even in the '50s, we had some people call them ghetto. I would call them committed. We used to call the Swedish ghetto. We had Chinese and African Americans and Filipinos and Jewish. It was an amazing -- and we took it for granted at the schools. So in my exposure started in high school. But I think you really have to again go back out to the community and find out who those leaders are, formal or informal and get them to join with you in being able to do what you need to do.

PANEL MEMBER SPANO: Did it cause the effort of the school -- did it cause the racial tensions to diminish?

MS. FINLEY: I think over time. This is not a quick fix. I mean, we've had too many years where it was the status quo. But I think it really -- now I don't think anybody -- well, I can't speak for her people. My sense is that it's not a shock or a surprise that we're finding people of color and of other cultures everywhere. And so we are not there yet, I don't think. But we've made progress.

PANEL MEMBER SPANO: Thanks.

How do you see the Civil Rights Act and the VRA working together in relation to the work of the Commission?

MS. FINLEY: I think again we need to do our

research and find out how it is in that -- I mean, if we look at the voter registration and that's 89 percent white or 89 percent male, and we have things to learn. And the data is there. And I'm hoping it will be accessible, to really understand our state. We get the press. And what does the press give us? They give us crime and problems. And not the stories where we're helping each other doing good work. And so we have to go behind that and find out the facts. Get the data, and then analyze it I hope with the right kind of sensitivity that tells us how to approach that community.

PANEL MEMBER SPANO: Thank you.

You moved from Washington to Turlock back in the 60s.

MS. FINLEY: Whoa.

PANEL MEMBER SPANO: That's public information. How have the Turlock and Modesto communities changed since your arrival?

MS. FINLEY: Well, I have to say it's very different. We lived in the university district and graduate student housing. And when we moved to Turlock, our son walked barefooted because it was 100 degrees over to register at the high school, and he wasn't allowed to register. And of course he had long hair, because all the university students there, and he had a tie-die T-shirt.

We came from that environment.

Today, I have to say that the University Cal State in Turlock has changed that town. There's still some town there, but it's much more diverse. It's a higher level of education. The whole valley, the bigger adjustment for me aside from not being in an urban area was the farming. I wasn't used to farming. I'm a city girl. To have people talk about irrigation and what happens when it rains or it freezes, I mean, it's a tough life being a farmer. And so much of it is out of their control. But I had to learn that. And I think there is a nice co-existence now.

But as the communities try to raise the number of jobs, et cetera, and because the farms have gotten mechanized and more productive and efficient, it is changing. But we still honor very much those communities on a very much the agricultural sector.

PANEL MEMBER SPANO: And you mentioned these needs and farmers in particular are changing. What other community needs in these areas also have changed over the years?

MS. FINLEY: Well, I think certainly the housing is changing. I'm sure that's throughout the state where we used to be happy with 1200 square feet and now we have big buildings, 3,000 square feet and no yard because

they're commuting back and forth to the city. I can't imagine doing that. But I think the electronic age, computers and everything has changed everybody's vision of the world, of their community, and maybe their future. So I think they're in the midst of it.

Definitely, we have serious problems with roads and jobs and things of that nature. But it's not the quiet little town it was. I think about 60,000 people in Turlock right now. And the university of course has changed part of that.

PANEL MEMBER SPANO: How do you believe this experience has enriched your understanding of these citizens and the ability to ensure they obtain fair representation?

MS. FINLEY: First, it synthesized me and educated me working with them as I have over the past year. They're my colleagues, my friends, my family. I care a great deal about the individual people. Not so much about the formal institutions and that's why you see so much volunteer work, because that's an area that if you had to pay for it, you couldn't afford me. No. Just kidding.

But I think that there's a lot of good volunteers throughout the central valley. And I think that we have earned friends and they've gained experience. When we had

the symphony in the high school on the west side of town, there were people who would not go over there. They were afraid to go over there. Now, what's happening is that they're refining and changing their communities. I hope the White Trail will help with some of that. But we still haven't eliminated highway 99 that divides us.

And I think that I see a time soon when all of the property lining 99 is just going to sky rocket because we're going to want condominiums and parks and things over there. And I hope it isn't just white landlords that can profit from that.

But yes, I think -- well, I'm a practicing optimist. So I think unless we continue to strive and I think the Commission has a way -- an opportunity to do that through the education but more than anything to earning what's out there.

PANEL MEMBER SPANO: Thank you. Also based on your living experience in Nigeria, how important is democracy to you and the California voters' ability to elect a candidate of their choice?

MS. FINLEY: Tell me the last part again.

PANEL MEMBER SPANO: And do you want me to read the whole thing?

MS. FINLEY: Yes.

PANEL MEMBER SPANO: Based on your living

experience in Nigeria, how important is democracy to you and to California's ability to elect a candidate of their choice?

MS. FINLEY: Very. I think everybody ought to feel that their vote counts. And first, it can't count if you don't use it. And if you don't use it, you can't vote unless you feel that you're part of the group. If you're disenfranchised or you feel nobody cares about you and the power brokers. And I think that's one of the true difficulties of the two-party system and in the extremes they are today, because there isn't -- if you're not a Republican or Democrat, if you're not a Christian or whatever, but they write characteristics that says you're either with us or against us. Many of those folks, they're Tibetans. They're Buddhists. How do we make them feel a part of us when we tell them unless you're a Christian you shouldn't vote? You can't be a Republican or Democrat. I'm not into all that stuff. But I think they do feel disenfranchised.

The last election I'll confess, because I as refuse to declare person define -- that was my amendment you saw -- I really felt disenfranchised because the ballot that I got wouldn't let me vote for whom I wanted to vote for, because I wasn't just nobody. I couldn't vote for many of the candidates because I could either get

the Republican ballot or the Democratic ballot and this middle one that deprived me. I was angry I could not vote the way I chose to vote. That shouldn't be allowed. And so it's extremely important to me.

PANEL MEMBER SPANO: I know we're running out of time, but tell me what you learned from running for mayor in Modesto in 2002.

MS. FINLEY: It was amazing. I worked harder than I've ever worked in walking. It was humbling. The people that would do things and support me in ways I could not imagine. And I learned about a lot about Modesto. It was an honor.

The man that beat me was a long time colleague. And Jim and I had a mutual respect and did a gentlemen's handshake at the beginning saying this would be clean. It would be just the way it should be. He spent a whole bunch more money than I did. And I think he's paid it off by now. I respected him and I still respect him. And if it was going to happen, I did what I could in the way I felt I had to. It was an honor.

PANEL MEMBER SPANO: Do you have any further political aspirations?

MS. FINLEY: Uh-uh. I didn't even have that one.

PANEL MEMBER SPANO: Thank you.

MS. NEVILLE: Assuming you're selected to serve

on the Commission, what would you do if you were in, say, a public meeting and you believed one of your fellow Commissioners was displaying what you believed to be some sort of inappropriate bias toward individuals of some particular socio-economic group based on their sexual orientation or ethnicity? How would you handle that situation?

MS. FINLEY: I would hope that whomever is elected as Chair would have the skills to control the meeting. And if I were that Chairperson, I would say, "Excuse me, let me interrupt you just a moment so we can get back to focus on what the question is or whatever the issue is."

I think you have to stop it to keep your own credibility and the Commission's credibility. That if you're going to let one of us display bad behavior, that's going to say they can't trust us. We're just like anything else. We don't respect their opinion. We don't respect what they are trying to tell us, maybe poorly. Not everybody can articulate what they want.

But I would interrupt that person and ask some comment that would say, excuse me. Can we get back to the question. And then afterward, we'd have a little chat.

MS. NEVILLE: I know Mr. Ahmadi talked with you earlier about some of the legal requirements related to

redistricting. One of the really -- one good thing that you will benefit from if you're selected is that the Voters First Act requires actually that the Commission hire an expert in the Voting Rights Act and voting laws. So you'll have good legal advice on this matter.

But even without having the benefit of that, I want to ask you a little bit about that. This area of law is very complex and it is strictly governed by the U.S. Constitution and the Voting Rights Act as well as the criteria set out in the Voters First Act. One of the things is that federal law requires is that in certain circumstance is that district lines be drawn in a way that ensures that particular racial and ethnic minority groups actually have the opportunity to elect a candidate of their choice. And sometimes that means drawing district boundaries in a way that looks kind of funny.

MS. FINLEY: Like gerrymandering?

MS. NEVILLE: Well, it looks irregularly shaped I would say. So I just wanted to throw that out to you and ask are you comfortable with that given that that's the criteria and the laws? Is that something you're comfortable with?

MS. FINLEY: I read that part, particularly because what it said to me is just what you said to me. And that is it just isn't going to be clean and easy, that

we are required to recognize communities and minority groups so they can elect somebody.

And yes, I am. I think there are times when you have to do the right thing even though it questions perhaps the original easy answer. And there will not be easy lines. And I think we have to respect as much as possible -- I don't know how clean that would be if you cut off a margin. I think the number of people in that precinct that we're looking at, if the numbers need to be met, whatever that number we agree to, then I think the lines can be moved. But I'm comfortable with that.

MS. NEVILLE: I wanted to ask you too, you've mentioned earlier there is a very significant Hmong population in the Modesto area. Are there particular ways that the County Medical Center reached out to ensure that this population received medical services that were appropriate and to what extent did the hospital take into account some of the cultural differences?

MS. FINLEY: I say with great pride that all the refugees have to come through the Public Health Department and be screened. And I could tell many stories about some of the things we found. But when they come to the public health department, they were also enrolled in MediCal because they knew that they would not have health insurance. So we also guided them to the clinics and we

had 50 percent of our physicians our residents -- that's 27 -- that would be 16 or whatever that spoke Spanish and we had in the Public Health Department workers in the lab, in outreach, our HIV unit that were from those distinct populations.

So that we had one of the most diverse employee groups in the Public Health Department and in our clinics. Because we were required by law to have the barrier of language removed and we found that the best way to do that was to get them, train them, and bring them into the working family because then they did outreach and said to their colleagues of their own community you need to go to the clinic over there where we have Cambodian physician. We had not a Hmong physician, but we had a Hmong in the lab. So we worked very hard to educate and bring them into the population so they would be there.

Our Cambodian doctor is a saint. And he trained all of the residents in many of these sensitivities that we're talking about. And he was on call all the time because he spoke Hmong as well as Cambodian. And he was a refugee who was a doctor at home and one of the army people in Cambodia brought him to Hawaii to medical school and he graduated again, went to our residency and stayed in that community. He's just a saint. He lost 28 members of his family.

So, yeah, I think that the important thing is to recognize that they bring with them the very things you need: Understanding of the culture, the language, the traditions. There is a wonderful book called, "The Spirit, It Grabs You and You Fall Down" that really showed what we need to know. I was so moved by that. And that was in Merced, of course.

MS. NEVILLE: And my final question just I'm curious to know what historical figure you most admire.

MS. FINLEY: For many years, it was Eleanor Roosevelt. Certainly Mother Teresa. I think that the reason that Roosevelt sticks out in my mind was really -- she was an eyes and ears and help-mate in reaching out for Roosevelt. And I think she played a role to help people in a way that hasn't been done previously. And I just so admired everything that she did. And that probably speaks my age.

MS. NEVILLE: Thank you.

And panelists, do you have any other questions?

CHAIR AHMADI: I don't have any. I don't have any questions.

VICE CHAIRPERSON CAMACHO: I don't have any questions.

PANEL MEMBER SPANO: I was just curious while you were a CEO at the Scenic General Hospital, I was wondering

if you can tell us about the cultural sensitivity training and its impact on the patient services.

MS. FINLEY: Oh, yes. Well, I can't take credit for that, because the CEO of the county at the time had arranged that the entire county employee community would take sensitivity training. So they brought in people for each of the cultures, also with gay and lesbians. They were so good. And it was a required workshop that every employee had to go to.

We also had people from the Mental Health Department that we worked very closely with come in and talk about mental health issues, not with minorities but just in general. So we did the same thing when we'd have a disease like HIV AIDS when that first came we'd go to other departments and talk to people about what does this really mean.

So there was a lot of cross fertilization that was really encouraged by the CEO at the time. And we benefited from that.

And then of course we had -- as a matter of policy, we had a little mini workshop at each of our department meetings in which case we'd talk about a subject. And maybe it was something that happened in the OR where one of the patients actually coded because of an allergic reaction to anesthesia and was revived and

everything. So you celebrate those, but you have to keep learning. So it was provided for us, but we really made sure it happened.

PANEL MEMBER SPANO: Okay. Thank you.

MS. NEVILLE: Are there any further questions?

CHAIR AHMADI: No.

VICE CHAIRPERSON CAMACHO: No.

MS. NEVILLE: You have about eight minutes, almost nine minutes. If you would like to make a closing statement, you may.

MS. FINLEY: One thing I should report is there is a phrase in there about anything that would stop me from serving and doing my job as we need to do. I do have a week of golf in Mexico planned in February and two weeks in the end of March. Those can be modified if I'm selected. But those are the only two things that I have that might get in my way.

And the other thing I'd like to say that is you mentioned that I've had a very full life, and I have. But I'm not ready to step down. I have all this energy. I have all this experience. And I really want to participate. I feel blessed that I have these experiences and that I could share them in a way that's useful to the state.

And I'm married to my high school sweetheart.

And as I say, he's on the golf course. And he learned over many years ago that I needed to be busy. I'm sure he's happier with me busy than if I weren't. We have a wonderful marriage and three wonderful sons.

But this is really something when I saw it come out that I said I care about this. I care that my vote is taken away from me. I care other people aren't voting because they don't feel welcomed or educated or whatever those things are. I think we can make a difference on the Commission and I want to be part of that. So I thank you very much.

CHAIR AHMADI: Thank you.

VICE CHAIRPERSON CAMACHO: Thank you.

PANEL MEMBER SPANO: Thank you.

MS. NEVILLE: Thank you for coming to see us today.

So we will be back at 2:44.

(Thereupon the Panel recessed at 2:23 PM)

02:45 PM

MS. NEVILLE: Good afternoon. It's 2:45. And we're back on the record.

Welcome, Mr. Hussey.

DR. HUSSEY: Thank you.

MS. NEVILLE: We're going to start with the five standard questions. Are you ready to begin?

DR. HUSSEY: I am.

MS. NEVILLE: What specific skills do you believe a good Commissioner should possess?

Of those skills, which do you possess?

Which do you not possess and how will you compensate for it?

Is there anything in your life that would prohibit or impair your ability to perform the duties of a Commissioner?

DR. HUSSEY: Well, thank you for having me here today. I'm used to talking in a group of students of 60 or 75, so I have a tendency to project my voice without a microphone. So I'm going to apologize if my voice carries.

I think this question ties into your supplemental application questions, and I think some of the skills that are really important are impartiality. I have a deep understanding and a commitment to diversity as well as

these kinds of analytical skills that we talked about at these Commission meetings. And I think I carry all three of those very nicely.

But there's other attributes. Things like a good listener, a hard worker, someone who works well in groups. And I think I also can handle those abilities quite well too.

As an academic, I love detail. And oftentimes I can get into the thick of really nitty-gritty details and often forget the surroundings. So I'm really excited about being on a Commission, because then I think I can get into detail and others can pull me back and look to at the larger forest, not just those individual trees I'm interested in examining.

MS. NEVILLE: Describe a circumstance from your personal experience where you had to work with others to resolve a conflict or difference of opinion. Please describe the issue and explain your role in addressing and resolving the conflict. If you are selected to serve on the Citizen's Redistricting Commission, tell us how you would resolve conflicts that may arise among the Commissioners.

DR. HUSSEY: Well, one of my responsibilities in graduate school was to work as a teaching assistant, or TA. And occasionally I'd work as the head TA where I was

the liaison between the Professor and the various other TAs working.

And there was this one time an incident for some reason a student and a TA had a difference of opinion. And they both sent me an e-mail and both were very upset with the situation. And so I had them come meet and we sat down. Instantly, you could tell there was a strong amount of animosity. We didn't really know what was going on. So I kind of calmed them both down and had them both present what had happened, made sure they listened to each other, and try to stay impartial and then make a decision.

Now, in that case, the situation was easy to solve. I moved the student to another section and the problem was solved. I know not all problems can be solved as easy.

But I think the skill set of what was played is the important thing to take away from that. Remaining impartial, remaining calm, and listening to all sides and trying to get the other sides, even if they really disagree on a matter to listen to each other, too. I think that was an important contribution.

MS. NEVILLE: How will the Commission's work impact the state?

Which of these impacts will improve the state the most?

And is there any potential for the Commission's work to harm the state? And if so, how?

DR. HUSSEY: This is a great question, because there's a lot of ways this Commission could affect the state.

Obviously, we're drawing the lines for the Assembly, the Senate, and the Board of Equalization. But I think on kind of a very broader and deeper level, this has the opportunity to excite citizenry, I think empower communities. That's always a really neat thing when you're a political scientist such as myself. Drawing in vast amounts of communities I think make the state better.

I also think perhaps this Commission might be a nice example of bipartisanship working. I would hope to see the Commission of Republicans, Democrats, and other party members working together and setting an example to other parts of the state that bipartisanship can work.

MS. NEVILLE: Describe a situation where you've had to work as part of a group to achieve a common goal. Tell us about the goal, describe your role within the group, and tell us how the group worked or did not work collaboratively to achieve this goal. If you're selected to serve on the Commission, tell us what you would do to foster collaboration.

DR. HUSSEY: Well, back in college, I was in

opinion editor of the student newspaper. And one of our responsibilities was to write a weekly editorial, whether it was about local matters, campus politics, national politics. So as the opinion editor, I was the Editorial Board Chair. So we would meet and talk about the issues and discuss what we wanted to talk about and what our opinion was going to be.

I think in previous years, the opinion editor had taken a very authoritarian position. He was the Editorial Board Chair, and he would decide the opinions and the rest of the people would go along with that.

I took a very different approach. I wanted to hear all the people who were at the meeting, their opinions. I wanted them all to participate. And sometimes we would have a very divided meeting and sometimes we wouldn't. But I really thought it was important that every voice got to be heard. And there was the chance to convince others of their opinion.

I think that's the same thing I would try to take through any Board, but particularly a Citizen's Redistricting Commission.

MS. NEVILLE: A considerable amount of the Commission's work will involve meeting with people from all over California who come from very different backgrounds and very different perspectives. If you're

selected to serve on the Commission, tell us about the specific skills you possess that will make you effective in interacting with the public.

DR. HUSSEY: Well, fortunately, this is something I do every day as a college professor. I interact with people with diverse backgrounds and perspectives. Sac State is such a diverse campus. A majority are non-white. I'm very used to that.

My job requires me to interact with the public all the time, whether I'm giving media interviews, whether I present research at conferences, just talking with students in a formal or informal setting. I'm comfortable with interacting with the public. I'm very aware of the importance of bringing communities together and discussing matters.

MS. NEVILLE: Thank you.

Mr. Ahmadi, your 20 minutes.

CHAIR AHMADI: Thank you.

Good afternoon, Mr. Hussey.

DR. HUSSEY: Good afternoon. Thanks for having me today.

CHAIR AHMADI: Sure.

Let me start off with a question about a statement on your application.

DR. HUSSEY: Okay.

CHAIR AHMADI: And I guess this is kind of like a clarification question.

DR. HUSSEY: Sure.

CHAIR AHMADI: In response to the essay question number two, which was about impartiality, you make a statement that says you're an individual Republican in a field dominated by Democrats. And you further state that you know how it feels like to feel within a dominant world view. Could you please elaborate on that, what you mean by that?

DR. HUSSEY: Of course, I think it's been pretty much established that academia is pretty far to the left and there's far more Democrats than Republicans. At times, I think a lot of academics forget Republicans can exist in academia.

I've been very generous and had very generous people a support me throughout the years. And I haven't really felt the personal sting of bias or prejudice. Oftentimes when we're talking and people are discussing matters, there's this assumption that there's one world view and one right answer and there's not this dialogue. And it becomes strange sometimes, because here we are as academics trying to explore knowledge and debate issues, and there's really one right view. And it's kind of really helped me think about what happens if there is just

a dominant presence or personality and other opinions are out there. And there's no real specific bias, but there's this informal unofficial bias and how difficult that can be.

CHAIR AHMADI: Okay. Thanks.

You also mentioned in part of your application that teaching politics at college level is your dream job.

DR. HUSSEY: Yes

CHAIR AHMADI: Why is that?

DR. HUSSEY: Well, I really like politics. I like studying it. I like thinking about it. I like going on-line and learning more about it. And it's really exciting not just to learn something but share it with others.

And so I've just always wanted to be college Professor. I mean, even in high school when I was a TA for a class and I got to read a chapter in front of the class, that was exciting do me. I get to share with others my opinion. And I've just always really wanted to do that.

And I went to graduate school at UCLA and got my Ph.D. Was extremely excited to stay in California by getting a job at Sacramento State University. And I'm extremely happy I get to teach. People pay me? I get to teach others about politics? How exciting is that?

CHAIR AHMADI: So kind of like a follow-up question. How do you -- I believe if I remember correctly the wording from your application you mentioned that one of the reasons you're happy with Sac State is the diversity aspect of the students. Could you elaborate on that, please?

DR. HUSSEY: Yeah, I believe two of the three Search Committee members are graduates of Sac State and all three of you are Cal State graduates. I think you guys are very much aware of the Cal State system being the people's university and letting all kind of students in. We hold students to the flames. We make sure they're accountable. But we're excited to have a diverse student body and people come in. I enjoy that. I enjoy different people's point of view. I enjoy mispronouncing all their names and they can mispronounce mine. I just really like the interaction with the diverse environment.

CHAIR AHMADI: Okay. Thank you.

You indicate that you have been doing some research requiring use of statistics maps in mapping to analyze legislative votes. Could you tell us a little more about that and how that knowledge will benefit you as a Commissioner?

DR. HUSSEY: Well, a lot of my dissertation work is Legislative roll call voting, specifically in

United States Congress. But the principles could be applied to other legislative bodies, like the California Legislature.

I've been very interested in what I call this unusual coalition of conservatives and liberals working together against the moderate as opposed to this left/right thing.

What it like about that is it gives me a different perspective of politics and coalition and coalition building. So I'm kind of very much aware of legislative behavior. I'm not a geographer. I don't spend time doing GIS mapping. I'm very much familiar with that software. But I think my background and expertise gives me a good understanding of kind of the Legislature, its role, kind of vote behavior, and kind of district make up.

CHAIR AHMADI: Tell us about the state/federal guidelines that governs the redistricting.

DR. HUSSEY: Well, I mean, the first thing we have to think about is the Voting Rights Act Section 5 pre-clearance. We have four counties in California that we have to get pre-clearance for, which basically means the whole state in some sense. I believe it's Monterey, Merced, Kings, and Yuba county. That's one thing I think we have to think about.

Obviously, because Prop. 11 was passed and entered into the State constitution, there are constitutional requirements that come into play. There's not a lot of official federal constitutional guidelines, but there's a lot of Supreme Court cases. A lot of them involve congressional districts, which is not the purview of this panel at this point, but there are some decisions on states and state redistricting. And so we have to think about Voting Rights Act both on the federal -- there's also a California Voting Rights Act on a state level, the State Constitution, Supreme Court, and other court decisions, as well as just any other kind of statutory decisions that have come up over the years. There's a lot of framework to build a map.

CHAIR AHMADI: And along the line with the statutory requirements, there are certain state provisions within the state law that governs the redistricting, for example, nesting and compactness and all that. Assuming -- or hypothetically if there is a conflict in the application of those provisions and the decision-making process, how would you handle those conflicts? And how would you resolve them?

DR. HUSSEY: Because of the supremacy clause in the United States Constitution, you always have to look at federal guidelines trumping state guidelines. As I think

you're kind of your implying, two state guidelines conflicting with each other, that becomes more difficult. And that's where I think it's important to have good staff, a good attorney, and a good Executive Director to help guide a Commission and make decisions.

Ultimately, there really is a strong conflict. The Board is going to have to make a decision and go one way or another. And perhaps the courts will get involved or other decisions will get involved. But I think you first have to think about federal rules and federal guidelines, then look at state constitutional guidelines, and then finally statutory limits, which are kind of at lowest end of that tier.

CHAIR AHMADI: Okay. Thanks.

DR. HUSSEY: Thank you.

CHAIR AHMADI: You have been -- let me take you back to your student life at U.C. Irvine. You --

DR. HUSSEY: Go Anteaters.

CHAIR AHMADI: Yes, on the radio station.

And you state that oftentimes you find yourself either strongly agreeing or disagreeing with the viewpoints. And I understand that the context is different. But could you share with us on the experiences and some of the viewpoints from that time of your life?

DR. HUSSEY: When I was in college?

CHAIR AHMADI: Yes.

DR. HUSSEY: Well, when I was in college, I was active in a lot of different activities. I was on student counsel for a while. I worked as an opinion writer and a staff writer for the student newspaper. Eventually, I was the opinion editor, which is how I became the Editorial Board Chair.

One summer, because I knew someone who worked at the radio station, they asked me to fill in. And then take over for a summer as a co-host and radio talk show. And so I have this big huge board in front of me, of all the buttons and they say "don't push any of those things, or we'll go off the air."

And there was a person on the other political side. I happened to be the conservative. They were liberal. And there was no articulate violence. We would just talk about different issues. We would try to stay calm and disagree. That was fun. When I got to graduate school and now as a professor, my research takes a lot more priority. And now I'm busy teaching others about politics and not partaking in the same way as I did.

CHAIR AHMADI: So obviously you have been very interested in politics in your career choosing to teach politics.

DR. HUSSEY: Yeah, my whole life.

CHAIR AHMADI: Yes. Besides teaching at Sac State, do you have any formal political activities or associations other than your party affiliation?

DR. HUSSEY: Yeah. No. I've never run for office. I've never been on a Central Committee. I don't think I've ever been to an official Republican or Democratic meeting.

CHAIR AHMADI: Thank you, sir.

I have another question here. I'm going to read it, because it's somewhat long and I want to get it correct.

You indicated that you believe that fair legislative redistricting can reduce numerously politically competitive districts. And serving on the Commission would be an opportunity to demonstrate this. If selected for the Commission, what are some of the things you would suggest to do to achieve this result?

DR. HUSSEY: That's a great question, because there's this bit of tension between drawing competitive districts and drawing districts that represent communities of interest. And I think some people think that the point of this Commission is to draw as many competitive districts as possible. And I think that probably is under the same kind of misunderstanding as trying to draw districts that benefit one party or another.

I'd like to draw districts that represent communities of interest: Geographic, ethnic, racial, language communities, other communities. And sometimes that's going to produce some really competitive interesting districts. And other times, it's going to produce districts where those people have a voice, but it's not going to be particularly on a political level very competitive. That tension does exist, and I'm sure other Commissioners have different opinions when the Commission eventually is formed, whether I'm there or not, and that's something they're going to have to work out and have discussions about.

CHAIR AHMADI: So just for my clarification, districts drawn based on the communities of interest create an environment for the districts to be competitive in terms of electoral, you know, elections, for example?

DR. HUSSEY: Yeah, I mean there's different kind of competitive. There's political competitive, which party can win the seat. But there's -- I mean, you can create a community of interest district where one party is going to win, but there's still a lot of competition within that community. And that's important, too. And so that's a good point.

We can't draw districts for one level of competitive. There's all sorts of different types of

competitive.

But yeah drawing good districts does that. It brings out competitiveness and brings out politics on all sorts of levels. I think that's really important for the state.

CHAIR AHMADI: So your definition of a good district is a district that's drawn based only on community of interest?

DR. HUSSEY: No, I wouldn't say that. I would say a good district follows all the guidelines, but I would put communities of interest very high on the list. I don't want to be pigeonholed by saying exclusively, but I do think that's very important.

I mean, adding people from really diverse communities that have nothing in common to make sure a district is 50/50 on two parties might be much worse, even though it produces a competitive district, than making one where one party has a slight advantage but it really is a community of interest, like a city, a town or other ethnic groups or groups completely.

CHAIR AHMADI: I got you. Thanks.

What are some of the things that the Commission could or should do to increase diverse participation in our electoral process?

DR. HUSSEY: It's a really tough question

scholars think about and you guys have asked a lot of questions about that to applicants.

CHAIR AHMADI: You're a political science Ph.D.

DR. HUSSEY: Yes. I've been thinking about it myself, too.

CHAIR AHMADI: I want to learn, too.

DR. HUSSEY: Today's class -- I think one of the things that helps is from the very beginning bringing in communities. I think just this Commission will be a huge advantage where people can see they have a voice and they have input.

Now, if the Commission does things behind closed doors and violates laws, that's not going to help at all. If the Commissioners start off with this idea that we're on the Commission, but we're just the representatives of the citizenry, I think you can really get interesting involvement. And that doesn't just involve saying those word. I means, going out to communities and getting people involved and getting them excited about the process.

But I think one of the things that political science shows is when you bring people in early, they stay throughout the process. And they'll vote in higher numbers and start having their own candidates and start having their viewpoints be heard. And it produces

perpetual motion machine of interest in political activity that is really awesome.

CHAIR AHMADI: Thank you.

Let's assume you're selected as a Commissioner and you're one of the eight on November 18 I believe -- I don't remember the exact date. But towards the end of November, the first eight will be drawn. What would be the first few days like for you on the Commission?

DR. HUSSEY: Well, I think our first order of business is to fill out the rest of the Commission, the other six members. I think that takes precedence.

Now, fortunately, due to your website and your data, you have all this information that the Commission would then have the ability to look at for the next six. I think I've heard the term "first eight" had been used. So the first eight's responsibility is filling out the Commission with the six.

It doesn't stop with that. They have to start doing the rest of the process.

My concern would be the first eight would start making decisions as the Commission as a whole before the other six are on the Board. So I think the number one responsibility is filling out the Commission, seeing what areas of diversity need to be looked at again, and bringing them in. I know there's the two-two-two

requirement there. But making sure the other six members on the Board and not have this division between the first eight and the later six. Bring in later six in and then start making decisions about hiring staff and hiring counsel and starting to look at the redistricting that way.

MS. HAMEL: Five minutes.

CHAIR AHMADI: Thank you.

What does the phrase "racially polarized" mean to you?

DR. HUSSEY: I think it's a bad thing. I think it's something where racial groups are voting along racial lines and particularly in a heavily racialized context. And there is the division and there is nasty division. And whether you draw lines to increase that bad behavior or it exists because of some other incident, racially polarized behavior is something we want to avoid.

CHAIR AHMADI: Thank you very much. I have no other questions at this point.

MS. NEVILLE: Ms. Camacho, your 20 minutes. I was distracted momentarily.

VICE CHAIRPERSON CAMACHO: Hello, Mr. Hussey.

DR. HUSSEY: Hello. Thank you for having me here.

VICE CHAIRPERSON CAMACHO: You're welcome. Now

we're going to put you through the wringer.

DR. HUSSEY: Excellent.

VICE CHAIRPERSON CAMACHO: I know that you teach political -- California political and Congress at Sac State.

DR. HUSSEY: Uh-huh.

VICE CHAIRPERSON CAMACHO: I'm not supposed to call it Sac State anymore -- California State University Sacramento. What have you learned about your students' view on redistricting in that class -- in those classes that you've taught?

DR. HUSSEY: It's interesting. When I teach California politics, it's a general education class. I always tease a lot of students are there because they're future teachers and they have to take a California component.

They don't bring a lot in the initial part of the class of this redistricting. It's just this amorphous thing out there. So we spend some time talking about it on a state level.

In my Congress class, which is an upper division elective class where students are interested in the subject, they know more, but they don't know that much more. So we go for the basics. We talk apportionment and redistricting and how they're district and differences

there. And then we talk about different standards, what gerrymander is, how it can be used.

And then I think in my California class we talk about different types of gerrymandering over the years in California, partisan, incumbent. In our Congress class we spend more time on a federal level of Congressional redistricting. And the state class, I think we spend more time on the state legislative redistricting.

VICE CHAIRPERSON CAMACHO: In those discussions and at a diverse college, what have you learned from your students' perspective on redirecting that you could bring to the Commission?

DR. HUSSEY: There is a real cynicism there. Once students learn a little bit, it's hard to get them over the hump about there's a useful thing about this. Once they learn, wow, people can manipulate lines and that's going to produce electoral results beyond elections, there is a real negativity.

So I think that's useful in the sense if I was on the Commission, because I know that then it's an important job of the Commission to kind of bring the public in and say, yes, it can be used for ill, but it can be used for good, too. And this is an opportunity with this new Citizen's Redistricting Committee to do things differently. This Commission can have a fresh start.

So my students are very negative about the process. And we have to talk about it more and learn there's different ways of doing it. It's not as bad as I initially thought. But the more knowledge they get in the early part, the more dangerous it gets. This is horrible. This is really bad. And then we talk about it more and understand the process and even I think they realize it's really important and there's different ways of handling it. It's not all negative.

VICE CHAIRPERSON CAMACHO: Could you elaborate on your understanding of California's electoral diversity and how it impacts voting preferences?

DR. HUSSEY: Well, I think in earlier times in California -- I'm going to start becoming a professor here for a second. I'm sorry. We had a real split on north/south as a political cleavage. And then more recently in the 21st century, it was suburban versus urban. And you had cases in 1960 where Marin County which today is pretty liberal Democrat county voting for the Republican -- it was the suburban areas of cities voting Republican and the central cities voting Democratic. And today, I think the big cleavage is coastal versus inland. Coastal tends to be more Democratic. The inlands areas tend to be more conservative.

So that geographic diversity in California drives

a lot of the electoral results in the state. And in some ways, the Democrats will win election if they do well in the Bay Area and Los Angeles counties and do okay in the central valley and the rest of southern California. If the Republicans do really well in Southern California other than Los Angeles, in the central valley, and don't do as bad in the Bay Area or the L.A. County, they can win the elections. So that kind of geographic election understanding I think is really important before you start drawing the maps and understanding that.

VICE CHAIRPERSON CAMACHO: I see that you served as president of the Political Science Graduate Students Association at UCLA. What exactly did you do there that would promote diversity?

DR. HUSSEY: Well, that was a really tough job. Even though people mistakenly think I was president of all the graduates, it was just the political science department.

But, you know, we have a lot of international students at UCLA in the graduate program. And a lot of students people of color and from other backgrounds.

And so: A, I think doing a good job as the president and keeping students informed, serving on the Executive Board that helped run the department, and serving on meetings is a good way of bringing people in.

But also I think it's important not just to do a good job, but to kind of bring people in early as I had talked about before. And one of the ways you can do that is reach out to community.

When I became president, I asked different people of varying backgrounds: What do you want to see this next year? What's really important to you? And then throughout the year, I kept going back to those people and saying, "Here's what we are doing. Here's something I have no control over, but it's happening. Here's something I might have input on if you give me your views on what's to happen." So keeping in contact with the groups you first brought in is an important process. Something that I learned throughout the year as president.

VICE CHAIRPERSON CAMACHO: What did you learn talking to these diverse individuals when you were president of this association and what could you bring from that to the Commission?

DR. HUSSEY: One thing I learned is despite the extreme diversity we had, it's nice when you did bring people together on issues that they agree with.

So we had a lot of different sub-fields in political science. I'm not going to bore you with the minutia of that. There's political theorists, people who study international relations. It doesn't necessarily

always matter, you know, your background or your ethnic makeup. What matters is your sub-field. That's a way to bring people together in sub-fields. That's where removing race and ethnicity for a second.

And other times, you have people of diverse backgrounds who are international students, and they have specific interests. So one of the things that, you know, pluralism is important on is bringing people together in different coalitions. It's not always white versus black or Hispanic versus Asian, or the coast versus the inland. If you can bring together new groups of coalitions and kind of cycle through, you don't get the nastiness that's kind of racial polarizeness where it's issue A versus issue B, group A versus group B.

VICE CHAIRPERSON CAMACHO: So with that understanding, how would you -- when you go out to the communities of interest or have public meetings, how would you bring in this diverse crowd so you could obtain all this varied information from the communities?

DR. HUSSEY: That's a good question.

I think at the beginning you have to start with making sure groups come to you and sending out as much information as you can about public hearings. Going to groups or going to stakeholders in certain groups and making sure they're aware of the process.

As the Commission goes on, you're going to have a winnowing. You're going to have a narrowing of interest. It's going to become more and more of a tunnel. And I'm not sure there's any way to prevent that completely.

But if you start with a really wide tunnel and a really big group of people, you're already in better shape than if you start with a much smaller group of mixed people and it gets much smaller and more and more narrow as the process goes on.

Just like medicine. Early prevention is the cure. Going out to groups early on. How that mechanically is done, I'm not exactly sure at this point. I think that's why training is so important for the Commission. Hiring people who have experience with diverse communities of interest is important, too. I think that the Search Committee did the same thing looking for people to apply. And that kind of has to be replicated and continued.

VICE CHAIRPERSON CAMACHO: Okay. You were talking about that you've had media interviews. Can you elaborate on that?

DR. HUSSEY: Journalists love academics to give them quotes. I didn't know this before I started. But they'll call and talk to you and they want to you say X. And they'll keep coming back to that over and over again

just like you guys are with your questions, and they're looking for you to give that phrase so they can go, "Oh, perfect. I got my quote. I can put your name to it and write the article." And so you have to kind of be aware of that.

What's interesting is during the rest of the time though, you can still be telling them things and teaching them about a certain issue if they don't know the details. And so there is this give and take. They give what they want. They get your quote. It's perfect. At the same time, you can provide background and a deeper, richer understanding of what they're studying, like a Congressional race or a district election.

VICE CHAIRPERSON CAMACHO: Do you think that understanding would be helpful when you go to public meetings? And if so, how would you give that understanding to the public?

DR. HUSSEY: Well, I mean, it would be a different process as a Commission and hearings and having meetings and potential journalists there. But I think the skills are important to keep in mind that are -- journalists have their own viewpoint. They have their own goal. They'll go a meeting and say, "The Committee is going to do X and Y. I'm going to write it down." They might go ahead of time thinking they're going to do this.

Or my story is going to be this way. I'm looking for the proper quote.

It think it's important when you deal with the media to understand they have their own bias and viewpoints ahead of time. And it's important that you help explain to them there is a broader field of vision than what you're initially looking at. That's when it can be exciting, when they go out and go, "Oh, there is a completely different story here than what I thought about going in."

VICE CHAIRPERSON CAMACHO: You also stated that you're comfortable bringing groups together. What type of groups are you comfortable with or what types of groups have you brought together?

DR. HUSSEY: Well, I think over the years serving on just a variety of committees -- I think I've served on committees since I was a freshman in college. I just like that kind of stuff.

Bringing groups together can be a bunch of different things. One is once you've already had a formal established presence making sure people talk and interact with each other. But more than that, it's also before the beginning of the process bringing people into the process. And so the pool is larger. The groups of people who are going to participate is larger.

I've serve as I said as President of the Political Science Graduate Students Association, a very diverse group of people. In college, I worked with a very diverse group of people on the student newspaper. I've had a lot of experience with diversity and kind of bringing people together.

VICE CHAIRPERSON CAMACHO: What do you think diversity brings to a group?

DR. HUSSEY: That's a great question.

I think one of the nice things about diversity is it gives you a much deeper and richer understanding of something. It's one thing to say diversity is great, because that's kind of the mantra I think these days. But when you take a step back and you have differing viewpoints and people who have their own opinions and you haven't heard from them or they've been excluded or they've been shunned aside, when they bring their contributions to the greater good, the collection is greater than the sum of the parts. And it's this magical organic thing where people get involved, more opinions are heard and more viewpoints are discussed. And the conversation shifts, because some people's views that haven't been talked about before now being part of the conversation. It's kind of a deepening, enriching of the political dialogue.

VICE CHAIRPERSON CAMACHO: Thank you.

In one of the questions, number one, I don't know if you answered this. And I'd like to -- if you did, that's okay. Is there anything that would prohibit or impair your ability to perform all the duties of a Commissioner?

DR. HUSSEY: Well, it looks like the Commission is going to take a lot of time the first half of 2011 and I've already talked to my department and my superiors and I can take a leave of absence if it was necessary. So from a time perspective, it wouldn't be a problem at all.

I think I'm a pretty impartial person. That's my job as a political scientist. I don't think that would be a big issue.

And I think I have the necessary analytical skills. Like I said, I like working in groups. I like Commission work, Committee work. I've done it for a long time. So I don't think there's anything that would be a hindrance to my ability to serve on the Commission.

VICE CHAIRPERSON CAMACHO: Thank you. That was my last question.

MS. NEVILLE: Ms. Spano, your 20 minutes.

PANEL MEMBER SPANO: Good afternoon.

DR. HUSSEY: Good afternoon, thank you for having me.

PANEL MEMBER SPANO: Thank you for coming.

What are your expectations of the similarities or differences between the theory of redistricting compared to the practice of drawing California district boundaries?

DR. HUSSEY: That's a great question, because there is a big difference.

In political science, we're talking about the am academic theories of politics. And the politicians are like, "You guys don't really understand how politics is done."

It's a lot of hard work. We can talk theoretically about redistricting and how interesting and fascinating it is, but we have 80 Assembly districts, 40 State Senate directs. We have four Board of Equalization districts. And that requires a lot of work to draw lines. We have to make sure we balance federal guidelines, state guidelines, court decisions, Voting Rights Act, communities of interest. So there is going to be a lot of work by the staff, but a lot of work by the Commission.

And there is a lot of potential dangers. One is to let the staff run away and do things and come back and here's the map. Oh, it's too late.

And the other one is too much micro-managing, standing over their shoulders and saying, "You haven't included precinct 3259." So I think there is a balance of

having a really competent staff and not micro-managing, but also making sure you're overseeing the process. So that's one area where I think that there is difference between thinking about it abstractly and practically.

And the other matter is when you're thinking about it abstractly or an academic dialog, you have these very civil nice conversations where you can talk about abstract theories. Redistricting is politics. Politics can get messy. And there is going to be groups that are going to think they've lost if a map is drawn9 a certain way, whether political or ethnic or other groups. They're going to be mad. They're going to come in and threaten lawsuits. They might even sue the Commission. And they're going to try to kind of bluster and threaten the Commission in various ways, I think.

And there's going to be politicians who say, yeah, this is an example of a Commission run amuck.

So I think a good Commission needs to be aware there is an outside world and not let it seep in and ruin the work of the Commission, but be aware politics is messy and politics matters. So, therefore, there's going to be people on the outside who are going to want their say. If you draw good maps and you've thought about it and you work well together, let the chips fall as they may later on.

PANEL MEMBER SPANO: How do you handle the public scrutinizes and the challenges of the media or your fellow Commissioners challenging your decision that, "It should go this way, because I know this, I'm a college professor. I teach on redistricting and the power of it and how it shapes California politics. I'm very passion at about my opinion." How do you deal with that?

DR. HUSSEY: Well hopefully I'll keep my voice level and not raise it as I sometimes do. I would hope I wouldn't use my interest and expertise in politics to brow beat anyone. I'm very interested if I was on the Commission to hear other Commissioner's viewpoints.

One of the things I think anyone has to learn, whether political scientist or not, is you win battles and you lose battles. And how you lose is oftentimes as important as how you win. I think people in sports understand that, too. And respecting the process and respecting the people in the process is very important.

And you might have a vote that's very contentious and very close and you lose. You dust yourself off and you respect those who voted against you. And I think the way you carry yourself in the future gives you a chance with that group. That very nasty contentious fight, you might not get any more support in the future. Like, look what happened when you lost. But you lose some close

battles. Some maps go a certain way. Some districts are draw against the way you'd like. And on a Commission level, that's part of the process.

For the public, Robert's Rules of Order and other rules are confusing and elaborate and I always get confused by them. But they're there to keep proceedings fair to everyone and allow a certain level of decorum. And people in the public come in and get mad and they have their three or five minutes, okay, take your best shot. At the end of the five minutes, we can turn the mike off. It's okay. I'd much rather have you come in your public comments and be constructive. Say, "I like how you did this, but this other area at least on this temporary map we're not happy with the draft so far. Here's why." Submit briefs and discuss it that way.

So I think setting a good example. And people who come in with a good mind set, that's going to be along way. And those who come in with a bad mind set, they're going to learn quickly, okay, you get your five minutes, that's it.

PANEL MEMBER SPANO: Being a political scientist and teaching about redistricting, have you given it any thought on how to approach this effort?

DR. HUSSEY: Well, I think one of the things the constitutional amendment talks about is State Senate

nesting. I just like the word "nesting." I tell my student about nesting more than I probably should. We're hornets, so nesting is something we're familiar with.

I'd like to see nesting. I know there is some wiggle room on whether or not you have to have to two Assembly districts inside one State Senate district. I think it makes sense. It's a better thing. So that's something I would push for if I was on the Commission, but not fight to the death on. But I think that nesting is a good idea. That's one thing I thought about.

PANEL MEMBER SPANO: Under what circumstances, nesting, would you really fight for that?

DR. HUSSEY: I would always be a fan of nesting. Those who are against nesting would have to give me a good argument why it shouldn't occur.

One potential way it might happen, you might have a community of interest issue where you have a community of interest and one assembly district that has influence and then if you combine with a district that has none of that community, they get overwhelmed. So they have influence in assembly district and don't have it for a senate district, they might otherwise have. So maybe you have to draw lines that way. So that's VRA and other issues come into play there.

But I guess I'm going to have a really high

scrutiny for making sure the Assembly districts would be nested inside the Senate districts. That's one thing I've lot about it.

Another thing I've thought about is how to handle spill-over from different communities. I mean, I think a lot of us can draw a line from the Bay Area. Maybe those lines are slightly different of what it is and what's not. But because these districts have to be equal in population, it's not going to be perfect. We're going to have some lines that are 70 percent Bay Area and 30 percent Central Valley. So those I think are going to probably be the most contentious part. No one is going to have a huge problem with the district in the Bay Area that has communities of interest and fits that.

How you handle districts that kind of spill over from natural I would say geographic and political divisions. And I've thought about it. I don't have any answers to that. I've thought about that and that's probably going to be a very contentious thing.

So something that I'd kind of like, if I was on the Commission, we have to think about this early, because we have to make sure these districts are equal in population. That's so important. At the same time, that might mean some Frankenstein districts that combine different areas. And then look for different types of

communities of interest. Maybe the ones in the Bay Area, the ones in the Central Valley, but are there sectorial interests or other communities of interest that might link them together in a way that works?

PANEL MEMBER SPANO: Would you propose you do that early on because it would be difficult to draw those?

DR. HUSSEY: We're going to get the numbers probably in April from the Census. I think they've mentioned that before. So I like to think of the Commission as a pre-Census and post-Census component. The pre-Census is training, hiring staff, kind of having public meetings, bringing these communities of interest in. And the post-Census is going to be hitting the numbers, doing the analysis, overseeing the staff as they're drawing maps.

I'd like to see us discuss and kind of in theory these overlap districts. Be aware of this. This is going to be an issue. What are kind of different communities of interest we can link these usual districts together. And then when the numbers come out, we'll have to start playing with it that way.

PANEL MEMBER SPANO: Do you think it's realistic to get this done in eight-and-a-half months?

DR. HUSSEY: I don't know. You guys have to go through five weeks of these hearings and you guys are

going to be able to do that. So if you guys can survive that -- I think that eight-and-a-half months is going to be difficult.

And I think I've noticed as you guys hold public hearings, the amount of time you've expected the Commissioners to spend on it has increased. You're like as you learn more, I don't think you can have a part time -- I don't think can you spend 30 percent, 40 percent. It gets higher. I think it's going to be a lot of hard work and people who can have a full-time job and also the Commission it's going to be very difficult.

PANEL MEMBER SPANO: I agree. Do you see yourself doing this full time?

DR. HUSSEY: I would love to continue teaching, but I want to be realistic. The last thing I want to do is hurt my students. I don't want to get them a 30, 40 percent. I want to get them 95 percent, 100 percent if I'm lucky.

If it's just not feasible -- if I get on the Commission -- this is all assuming I get on the Commission -- hypothetically, if I was on the Commission, Sac State doesn't meet if January. So there would be a great time in that period of time to talk about how much work is really is involved. And then ultimately make a decision and go to my department and university and say I just

don't think it's going to happen this semester. I think in the fall will be fine. I think the spring semester, maybe January to June, is going to be intense time period. And I'd like to do both, but I'm very realistic. If it can't happen, I've already set groundwork in motion so it shouldn't be a problem.

PANEL MEMBER SPANO: How do you view the Supreme Court's rulings regarding racial gerrymandering?

DR. HUSSEY: Well, they've got through a lot of different iterations. There's a lot of five-four decisions that are the same people but different decisions. And so I know legal scholars spend a lot more time than political scientists thinking about that. But we contemplate that every now and then.

It looks like the Supreme Court has set certain bars when it comes to racial redistricting different than just normal redistricting. And I think they have these two kind of tugs that anyone would have. And they've dealt with it.

One is it's important for racial and ethnic communities to have their say, whether that's through their actual minority/majorities districts or minority influence districts as they're often called. At the same time, they don't want to pack every single member of a group into one district and exclude them from the other

district around them. And so there is this tension.

And they've decided in some of those cases hey, state A, you've drawn too many ethnic people in this one district. You didn't need to do that to give them their voice and now you're denying the rest of the districts around them, that group of people. And the other time they've decided on certain states, no, you did an okay district. This is not a district that's not a majority/minority district, but it's not overwhelming. But this group still has a voice and a say in surrounding districts.

One of the things we learned in the 1990s is you can take, particularly in the south, African Americans, and give them one or two districts, Congressional districts for a state and then they have zero influence in the other eight or nine or ten districts. So is it better to give an ethnic group a few districts that are automatically going to win and have no say in other districts around them? Or you know, give them influence over four or five or six districts with the possibility they might not be able to elect their own member every single time and every single election. Those are really big issues.

The Supreme Court, people who are much smarter than I wrestle with that issue. Scholars wrestle with

them. I wrestle with them, and I know the Commission is going to wrestle with them, the Assembly districts and Senate districts.

PANEL MEMBER SPANO: How big of a role do you think that's going to be in the decisions that they make?

DR. HUSSEY: I think it's going to be a big factor.

One of the great things about California is our diversity. And with that comes the realization we're not a three or four ethnic state. We have all these different groups. And as these groups grow and become an integral part of California, it's only natural they would get representation.

So how you divide up Glendale between Armenians and Hispanics and Whites and how you deal with areas in the Bay Area between African Americans and Asians and, you know, do these groups work well together? Can you make a combined community of interest? Do you have to make sure you have separate interests?

In Arizona, the Hopi and Navajo Indian reservation, despite the fact they're right on top of each, other are in different Congressional districts because they have a long animosity.

So I think it's important the Commissioners knows this personal background. And that's why it's important

to bring people in early to know sometimes you can work together. And sometimes it might be better for everyone to draw districts that despite being very close together they need to be in separate Assembly or Senate districts.

PANEL MEMBER SPANO: Which of these demographic characteristics, race, ethnicity, gender, sexual orientation, economic status, geography, play the biggest part in forming the different interests you encounter and work with?

DR. HUSSEY: I interact with all of those different groups that you just mentioned at the university. And that's really exciting.

I think if I put on my professor hat in the classroom, the biggest issue might be race and ethnicity. But if I put on my like Professor Committee hat and working with other colleagues, perhaps sexual orientation might be more of an issue, income could be an issue. It varies based off what I'm doing.

PANEL MEMBER SPANO: Can you elaborate about those differences?

DR. HUSSEY: Sure.

For California politics, we talk about gay and lesbian politics, and we have some pretty interesting discussions about that with Prop. 8 and whatnot. But I think California's history of poor racial relations is

something I want TO get across to students. So just the length and the nastiness of what's happened over the years internment camps, Watts riots, rancheros is important for some students who never really thought about those issues before, whether they are of a community of interest or not ethnically. And different interest groups mean unequal levels of power.

So I want to get across to my students in my California politics class understanding its history is the foundation to understanding its politics. So we spend a lot of time in a government class talking about history, geography, sociology, anthropology. So that's important.

Now, with my colleagues, race and ethnicity is still a big factor. Doesn't go away. We're different But we're also professional colleagues. It's less of an issue. I'm not trying to teach my colleagues in political science about California history. That would be a very insulting very quickly. They teach me things.

So in that case, more work dynamic is a bigger issue. It ceases to be the traditional, oh, we're of different ethnicities of sexual orientation or you're a senior faculty, I'm a junior faculty, you're going to give me tenure hopefully some day, I need to respect that. Again, that's a power dynamic. They always seem to rear their ugly heads at different time periods.

So being aware of that is important. And also you know accepting there's differences and we need to work together. And we're going to come up with a better outcome because of that.

PANEL MEMBER SPANO: Do you feel other than it's law we have to have a diverse Commission? Do you feel it's absolutely necessary and benefits the Commission?

DR. HUSSEY: It's crucial. California's a minority and majority state. I don't know what that term means anymore, as a minority/majority state. Whites, Angelo are plurality, but they're no longer a majority for the state of California. And having a Commission drawn by the same types of people that have drawn the districts year after year, that was kind of one of the reasons why I think people voted for the proposition and voted to have this Commission.

So it's not just saying diversity is important, it means it. And drawing districts that include people I think is not just important because it's diversity and everyone thinks that's important. It brings them into the process. And if whites are no longer a majority, that means the majority of the state is making decisions and has to be part of the process.

And so it's important not just to have diversity, but if you're Anglo, to have other people be part of the

process. Because they're going to be making decisions now too, and you can't just run the state without them anymore.

And so I mean, having a real understanding of that is the first step. It's only the first step. It's a much deeper process than that.

PANEL MEMBER SPANO: One of your letters of recommendations states that you are a truly unique and exceptional college professor. Tell us what makes you unique.

DR. HUSSEY: Well, the 20 dollars is in the mail. Thank you.

I think I really like politics. And there are a lot of political scientists who are interested in politics but I don't think they have the enthusiasm for politics. So I like to think in the classroom my just real love of politics and learning comes into play. I mean, I think that's part of the process.

It's fun. As I said it's a great job. It's my dream job. So I'd like to think that enthusiasm leaks itself into the classroom and shows students what's really interesting. That's one of my hobbies outside of being a political scientists is studying politics. That's why it's so great they pay me. If they could pay me to play computers games, it would be perfect.

So I like politics. I think about politics on a professional level. I think about politics on a personal level. And so I think that's part of probably one of the reasons why students kind of sense that and pick up on it.

PANEL MEMBER SPANO: Do you ever stop thinking about it?

DR. HUSSEY: I like TV. Mad Men is a good show.

PANEL MEMBER SPANO: Okay. Thank you.

DR. HUSSEY: Thank you.

MS. NEVILLE: What do you do in your classroom to promote tolerance of various viewpoints among your students?

DR. HUSSEY: That's a great question.

I think one of the easiest ways to do it but also one of the more difficult conversely is when someone starts being in tolerant quickly putting that down. Letting other students know that's not the kind of behavior we want in a classroom. And so that's uncomfortable.

It's easier said than done when someone is saying something that's not appropriate in a classroom. Standing up, even though I'm the professor, saying that's not appropriate here. That's not the kind of language or thought process we should be having.

At the same token, letting students express their

viewpoints. Intolerance is not accepted in our classroom, but differing opinions are. So at first, it's a struggle. They don't know me. I don't know them. As the semester wears on, letting students know you can stop me. We can have a conversation right now. I can throw out all the notes and everything we're doing in class and we can have a dialogue and conversation and that's fine, too. I think once students start picking up on that, it's this really great organic process.

MS. NEVILLE: What would your students, what three adjectives would they use to describe you if you were not around? Who is Dr. Hussey?

DR. HUSSEY: I hope I they would say passionate. I really hope they would say knowledgeable. Really a fast talker.

MS. NEVILLE: We've observed that.

DR. HUSSEY: When I get excited about something, I talk fast.

I like politics. You have to tell me slow me down.

MS. NEVILLE: Well, enthusiasm for your career is a good thing.

I want to take you back to something Ms. Spano talked with you about a little bit, and that has to do with the nuts and bolts of getting this Commission up and

operational.

So I want you to imagine you're selected to serve on the Commission and now have 13 colleagues and you're all ready to go. It's December 31st, and the Legislature has appropriated the funds that they're required to appropriate for your use. You have an empty building. You have no staff. You haven't purchased the software yet. What's your game plan for the next 60 days?

DR. HUSSEY: Good question.

I think the two most important staff members are Counsel and an Executive Director. And I think that it seems like the State Auditor and the Board will help us in the beginning with some staff. But eventually we're going to have to stand on our own. We're going to have to leave the nest. So having an Executive Director that can hire other staff with our permission and our oversight and having Counsel to kind of guide us along this very tricky thorny path is a very important first step. That's what I would suggest to my other staff members or my other Committee members that we do right away. The Commission needs to hire those two people very early on.

The next thing we need to do is start going through training. I think that happening after we have some staff and they can guide us on training. We can go all of the thorny ticket legally of redistricting and kind

of get us up to speed. Just because I've read the Voter Rights Act doesn't mean I'm qualified to make decisions on it yet. If I'm on the Commission, I would very much look forward to the training. And bringing it back to the classroom would be more fun later on. So that kind of stuff would be very important.

Hiring staff, particularly Counsel and Executive Director and then doing training right away, what I call this pre-Census time period.

MS. NEVILLE: And the drafters of the Voters First Act clearly recognize there would be a need for these Commissioners to have some Counsel who's an expert in the Voting Rights Act. I know earlier you've talked about the fact that you're clearly familiar with some of the case law in this area. What would you like your relationship with that counsel to look like and be like?

DR. HUSSEY: I'd like it to be a very strong working relationship. Rather than the counsel having to come in and say, "Oh, by the way Commission, you can't do that or you can't do that," having long conversations with the counsel making sure we're all on the same page. And having the counsel kind of lay out in different time periods and phases of the process things we need to be aware of. Things from the legal perspective how we run our meetings and all sorts of things like that.

I think every Commission and their counsel have their own relationship. And you know, developing that is something that's really important.

But I'd like to have very strong working relationship where counsel doesn't just throw something at me or say, "By the way, you should be aware of this." I want to know ahead of time. I want to know before a meeting exactly what I need to know when I walk in and sit down and have time to review and think about.

MS. NEVILLE: I want to talk more about some of the comments that you made earlier when you were talking with Mr. Ahmadi and just make sure I'm understanding some of the things you said.

He had asked you a question about racial polarization. And if I heard you correctly, you had defined it to mean it was a circumstance where racial groups were voting along racial lines. And if I heard you correctly, it was there was a negative connotation to that. And I just wanted to ask you to expand on that a little bit and tell me a little bit more about what you meant by that.

DR. HUSSEY: Racial polarization can mean a lot of different things to a lot of different people. There's definitely no problem with people in a racial group voting for a candidate of that race. I wouldn't consider that

racial polarization. I wouldn't consider a situation where maybe you have two communities of interest and two different candidates or different ethnicity and racial group and people voting for their candidates. That's a perfectly natural process.

I consider a sub-set of that racial polarized voting where you have this very nasty racial animosity. Maybe you've had some history of racial clash in the area in the state and people are going voting on all sorts of issues solely by race. And when there might be real community of interest, sectorial, geographic that's trumped exclusively by race, and to me, that would be a bad situation.

On the other hand, they exist. So being aware of that I think is an important part of the Commission's job.

MS. NEVILLE: So is it your belief that the Commission has some sort of obligation to take that into account and to respond to that in some particular way if they observed that?

DR. HUSSEY: It's a good question.

I'm not exactly sure. I'd have to probably think more about that to give a better answer.

Off the cuff, our primary job is to draw lines, not to heal the world and save the whales.

So one of the things we have to do is draw lines

to include communities of interest. Now, if two different communities of interest have this nasty racialized or polarized voting and don't get along, it might be important to separate them as I talked about before into two different districts. But ultimately, we have to think about a myriad of other parts of responsibility. It's not our job to solve decades of racial polarized voting. It's our job to draw lines. But if racial polarized areas effects drawing the lines, that become part of our job.

MS. NEVILLE: Thank you.

Just a final question. In the work that you do at Sac State -- and apparently that's no longer the name so I apologize -- do your students interact with members of the Legislature and their staff on political or policy issues or do you have any close connection with members of the Legislature or their staff?

DR. HUSSEY: No. Some days we have like Capitol day where faculty go downtown and help lobby. I have purposely not done that the last two years because of potentially for the Commission. I have no interaction with Legislatures.

I went down to the Capitol with the Sac Semester International Program so I could get my photograph in front of the State Senate Chamber, and there was no -- there was just staff there, and there was no legislators

there. And other than the photograph, that's all I have when it comes to downtown.

MS. NEVILLE: Thank you.

Panelists, are there further questions?

CHAIR AHMADI: Just one follow-up question in regards to what you just mentioned or stated. You mentioned the last two years. Have you had lobbyist activities before that?

DR. HUSSEY: No. Before that, I wasn't working at Sacramento State University.

CHAIR AHMADI: Got you. Thank you. I have no more questions.

VICE CHAIRPERSON CAMACHO: Looking through your applications and at the jobs you've held, is there any jobs where you a supervisor over any staff?

DR. HUSSEY: Well, when I was on the Executive Board as part of my job as President of the Political Science graduate students, we oversaw the department of staff of ten, twelve individuals. I directly did not supervise them. That was the job of the Department Chair with the help of the oversight staff. As a member of the Department of Government at Sacramento State, the department oversees staff that way. But again, that's the Department Chair officially. I just kind of help them, assist with that. So I've had no personal one-on-one

situation where I've been in charge of people, but I've been on Board and Commissions where we do oversee staff.

VICE CHAIRPERSON CAMACHO: Can you explain that a little bit on your involvement with staffs on these Commissions and Boards?

DR. HUSSEY: I can give you a personal example where at UCLA on the Executive Board there was a long-time staff member who quit suddenly because she was upset with something that happened. And she was be loved by the graduate students.

So I instantly woke up and had an e-mail of 60 e-mails from students saying we've got to get her back. What happened? What happened? And they flooded other people in the Executive Board staff.

So we had a special meeting where we brought her in and talked about what occurred. I considered that part of my responsibility. Students really liked her and they thought she was an important assets to the university and the department. So one of my jobs I took upon myself was to see if there was a way to bring her back and a way to solve it.

And, unfortunately, in that case, we weren't able to have her come back. But I thought I was looking out for my constituents' interests and trying to see if a solution could be reached. That was a case where staff

was on the forefront of my mind in dealing with something that as a Commission member of a Commission or Committee I had to deal with.

VICE CHAIRPERSON CAMACHO: Also, most of California do not have advanced degrees. You have an advanced degree from a very well known university. How would you be able to interact with the average Californian?

DR. HUSSEY: That's a good question.

I'd like to point out I interact with people that have no college degree every day in my classroom with students. Although that's kind of unfair, because they're eventually going to earn a degree, or many of them are.

I think it's important to bring in people and whether they have advanced degrees or don't have advanced degrees or whether they're people of color or certain ethnic communities or not.

How would I interact with them? The same way I interact with people with advanced degrees. Be respectful. Listen to them. Try to get them involved in the conversation and the ultimate process of what we're doing. And the entire time let them know that I care. I listen. And I'm very interested in their point of view and be respectful of the process. I think that would be very helpful.

VICE CHAIRPERSON CAMACHO: Thank you. That was my last question.

MS. NEVILLE: You have 23 minutes. If you would like to make a closing statement, you may.

DR. HUSSEY: Thank you.

I think I have some extra time because I zoomed through the first questions with my answers.

First of all, thank you again for having me today. I watched the video. I saw I was right on the edge for a while when it came to selection. I'm just the Lazarus candidate. I'm happy to be here.

How do we know these districts lines matter? Well, today there is a special election in the California 15th that hugs the California coast in central California, and the president of the United States Barak Obama has endorsed the Democratic candidate. And historically I can tell you Presidents do not get involved in local and state politics. But because the Democrats are two votes short of a two-thirds majority that involves budget issues and tax issues, it's very important for them to one that seat.

So every seat matters in California, whether we draw it for political reasons, whether we draw it for personal reasons or communities of interest. And this Commission is going to have a great opportunity to stand back and say "We made a difference. We didn't draw the

lines to benefit Legislature and political fashion. We drew the lines for the citizens of California."

And I think this Commission has an opportunity to do great things for the next decade and set a tone hopefully for a new state and new opportunities for our very politically divided state.

I would love to be on this Commission. I think I bring the expertise, the interest, but really the enthusiasm. As much as my dream job is to teach as a professor, my second secret deem job is to work on a Commission drawing lines. I've loved it as a little kid, and I think it would be a great process.

But more than just fun for me, I think it would be a great opportunity to make the state better. We can empower communities and bring in citizens and bring back the luster of the Golden State that California has always been and I think always can be.

And I'm just honored that I'm at this point in the stage. And I wish you the best of luck whittling us down from 120 to 60.

MS. NEVILLE: Thank you.

CHAIR AHMADI: Thank you.

VICE CHAIRPERSON CAMACHO: Thank you.

PANEL MEMBER SPANO: Thank you.

MS. NEVILLE: We will be back on the record at

4:29.

(Thereupon the Panel recessed at 3:54 PM)

4:30

MS. NEVILLE: Good afternoon. We're back on the record. It's 4:30.

Good afternoon, Mr. Johnson.

DR. JEFFERSON: Jefferson.

MS. NEVILLE: I'm sorry. I apologize. We're going to start with our five standard questions.

What specific skills do you believe a good Commissioner should possess?

Of those skills, which do you possess?

Which do you not possess and how will you compensate for it?

Is there anything in your life that would prohibit or impair your ability to perform the duties of a Commissioner?

DR. JEFFERSON: First let me start by saying good evening to you. I'm sure this is the first of many long days of many during the process. I'm honored and thankful to have made it this far in the process and to have the opportunity to speak to you this afternoon.

I went through this question several times and tried to write down the characteristics and traits I thought a Commissioner should have. I tried to rank them, but it came out that depending on the time of day or the date I was looking at it that my ranking kept changing.

But I came down with some primary characteristics.

Number one: I would say the ability to perform work for the common good. In this day and age, it takes a couple of minutes to turn on the television, whether CNN or Fox or MSNBC or the local news channel and you catch a 30 minute sound bite and you see whether it's a party or faction or left or right or whoever it is, everyone is working for their interest and their goals only. And this idea of working for the common good seems to have been lost. Working for something that may not benefit you but may benefit someone else down the road, that may benefit the greater society. Even if you don't necessarily agree with what it is, it may be a good thing for your community. So the ability to do.

Number two: Courage and conviction. This is inherently a political process. We're looking at district lines for our state lawmakers. So being able to put forward what needs to be done, despite ideologies, despite parties, despite pressure from family or friends or whoever may give you a call and try to give you a suggestion, despite whatever the local party leaders say, despite whatever is going on in the community, despite whatever popular opinion may be that's on television or radio. So having courage and conviction to do what's right, even though those around you may be telling you to

do something different.

The idea of integrity and being able to stick with what you know is right. Many times people get into situations and they know in their mind well, I shouldn't do this. I shouldn't do that. But because of pressure -- and we tell teenagers about peer pressure. But as adults, you know, sometimes we don't stand up and say things that we need to say and do things we need to do because we lose conviction and people suffer because of that.

Number three: I think balance. This is going to be a long process. It's going to be a lot of work, a lot of technical work, a lot of late nights reading and trying to understand what we need to do, how we need to do it in a very short time frame.

This time next year we should be wrapping up this process. So having balance to perform your -- if you have a family, to make sure you pay attention to your family and keep that part of your life together. If you have a profession, make sure you can stay on top of your profession. And also take time to put towards the work of the Commission. So balance is always a big important thing to me and something I practice every day.

And number four: Be able to operate under stress and scrutiny. This is going to be a very public process. People are going to be asking questions. The people have

a right to know and a right to ask questions. Everything is gone to be open to the public. Even this interview is being televised. So to be able to work under this kind of pressure so people can inquire and the public can know what's going on.

So I think those are the four primary things that a Commissioner should -- traits a Commission should have.

In addition to being able to understand technical information, being able to process large amounts of data in a very short time, being able to work as a team, to set aside maybe your preferences I would say -- not your core beliefs, because that stays with you. But maybe your preferences for what's best for the state and what's best for the people of the state.

Which of these I possess? I think I possess all of these. Not saying I'm 100 percent in every category. But I think every experience, every opportunity we have to do something different informs us, and it allows us to grow and develop as a professional as a human being, as a citizen, as a neighbor, as a husband and wife, whatever the capacity may be. So I see it as an opportunity to continue to grow and develop and further enhance those skills that I already have.

If anything would prohibit me for impair me from performing my duties, no. I have support from my family.

Before I applied, I talked to my wife and she encouraged me to pursue this. I have professional backing. The president of my college has encouraged me to pursue the task of the Commissioner. Part of our responsibility of administrator at the college is doing communities service. And doing the work for the State is another form of communities service for us.

MS. NEVILLE: Thank you.

Describe a circumstance from your personal experience where you had to work with others to resolve a conflict or difference of opinion. Please describe the issue and explain your role in addressing and resolving the conflict. If you are selected to serve on the Citizen's Redistricting Commission, tell us how you would resolve conflicts that may arise among the Commissioners.

DR. JEFFERSON: When I first read this question, I smiled. I work at Los Angeles Office College. I'm the Dean of Student Services. I also serve as the Campus Ombudsman, and I'm the primary contact for student discipline on campus. In a nutshell, I'm the chief problem-solver on campus. We have students, faculty, administrators. We have our classified side. In any mix of those, conflicts arise.

This is what I do on an educational basis. My primary responsibility include admissions records,

financial aid, counseling, matriculation, health services. So students are in my office every day. "I didn't get my financial aid check." "They didn't change my residency status and I have in-state fees." I mean, it's a variety of things that happens on a daily basis that I have to problem solve.

I have a variety of people from a variety of diverse backgrounds with a variety of opinions of why they are right and someone else is wrong. And in many cases why I'm wrong for telling them they can't do something.

In particular, the example I'm going to use is a big example. It's an ongoing example for us. Our college is going through a conversation right now where with the state budget crisis the way it is, number of students we have has increased. We don't have as much money to serve students as we would like to. We have more students coming to us unprepared. We have more adult students coming back to us to get retrained and re-skilled. And we have more students come to us at the developmental level in their education, reading on a fourth, fifth, sixth grade level. Sometimes coming to the community college because we are open access. We are a great way for students to prepare themselves and move on for further higher education.

The other end of the spectrum is we have a

institution of higher education. We have students who are very high performing transferring to some of the top four-year universities in the nation. So we're at a crossroads of college. What kinds of college we want to be? Are we going to be a college of open gateway for these students who come and try to develop themselves Or do we want to be an institution where we're transferring high numbers of students. Because of the money situation and the funding for our state and the lack of resources at this point, we can't do both. We're trying to do everything and not doing anything well.

Well, for the last couple of years, it's been some debate going on campus back and forth. Not really debate, some sniping, one group versus another group. And I was talking to my president about a year ago and I said we need to have a campus conversation about what we need to do about this and decide as a campus what kind of campus are we going to be. And so he told me, "Well, do something about it. Start a conversation."

So that's what I've done. I've started the dialogue on campus which is fraught with conflict. We have people with varying opinions about what we are here for. We are a community college. We're here to serve all Then some people say we're a higher education institution. We are here to transfer students to get their degrees and

certificates and have them move on to transfer to four-year institutions.

So I've very strategically worked on several committees here and there and started the conversation. Started a civil conversation.

I've acted to be a facilitator to get people talking on campus, which if you've ever been at college campus, getting people talking and having civil conversations is sometimes a very difficult task to do. But that's what I've managed to do.

The way I do that and how I handle conflict is I also frame the conversation. I don't say what are we going to do this. I frame the conversation. I always base it on students. What is best for students. That' a common thread that everyone -- no matter what your opinion about the subject is, the common thread that everyone tied into.

Work with the Commission, I would frame the conversation as what are we going to do about the issues of our state? The issues about this redistricting? What are we going to do for the citizens of California? And that's the common thread everyone can tie into.

And when conflicts arises, you always bring back to that basic point. This is about the common good. This is about serving the citizens of the country and the

state. This is about doing the best for the people. And that takes away our egos. It takes away our titles, our degrees, our backgrounds and it focuses everyone on a single point. And from there, you can start a conversation.

How I address conflict directly? If there is an issue -- we are adults. We're professionals. We should be able to address issues directly. Now, you can do that with tack. You can do that can decorum and frame that conversation and make sure we're focusing in on what we need to focus in on. Many times people get angry or agitated and have these disagreements. We take things personally. We take things out of context. If you always go back to frame the conversation, you can remove a lot of that.

Also, too, if you talk to people and you connect with people and let them know I hear you, I respect you. I understand where you're coming from. We just have a disagreement. I find that also works to get of one on the same page. You start off with a certain level of respect and you respect them and you start the conversation at that point.

And if don't have that respect, that level of communication, you don't start the conversation about the topic. You just work on establishing that connection.

After you establish that connection, then you work on whatever the topic is.

MS. NEVILLE: How will the Commission's work impact the state? Which of these impacts will improve the state the most? And is there any potential for the Commission's work to harm the state? And if so, in what ways?

DR. JEFFERSON: Yes, ma'am. Number one, theoretically, the work of the Commission would create an environment where law makers will begin again to be accountable to the public, to the voters. As it stands now, the way the district is set up, even if no one comes to vote and they vote for themselves, they're probably going to win. So there's no real accountability to what they do when they're in office.

Number two, hopefully it will put a voice back into the citizenry, back into process. Give the citizenry a voice back into the process and less to the parties -- theoretically, by people being able to exercise their right to vote, they have a voice. "I don't like what you did, I'm not going to vote for you. I'm going to vote for someone else." "I like what you did, so I'm going to vote for you."

And hopefully lead to number three, that will give people back to voting. People back to the poles. I

mean, quite a few people that I know, community volunteers, PTA, neighborhood clean-ups, but they don't vote. So very civic-minded people, but they don't have any faith in the political process anymore. And hopefully this will energize people and make them enthusiastic to get back to the ballot boxes and vote and cast their opinions about what they think should go on.

And number four, hopefully it would raise the level of debate. As it stands now, a political debate is basically who can insult one personality more than the other person. So hopefully if voters have a say in what they do, they can hold their lawmakers accountable, they can get enthusiastic about going back to the poles, then they can say we want to know about issues. We want to know about solution. So that would raise the level of discourse of the debate.

What's most important? Raising the discourse of the debate is the most important thing to me. Getting facts out there. Getting people information. Raising it from just the base level of very simple, very naive, very misleading politics to actual issues and solutions and problems that we face that I think most people will understand. I think the political system now just assumes that we all third graders and we can't understand and we can't get nuances and the finer points of the arguments.

I think if we can get people back voting and have a voice, that would raise the level of debate. And our politician will see we can understand that and maybe we can start talking to each other a little bit more.

Can the Commission's work harm the state? Yes, most really positive initiatives can also have really negative consequences if not taken seriously. If the work we do, if I'm selected, is viewed as tainted and not transparent, that can harm the state. If it looks like there are ideologies and party politics plays a major role in the decisions and the process, that can taint the work of the Commission. And if it's just overly influenced by outside forces, I think that can taint the work of the Commission. And I think the public will lose even more faith in the process. Because the scenario that was going through my mind was, okay, the public looks at this. We have to finally have a chance to have a say in the process.

MS. HAMEL: Five minutes.

DR. JEFFERSON: We have a say in the process and it still didn't work. So what will that do to the average voter's thinking? Say forget it. The process is irreparably in disrepair. We can't do anything about it. So I'm really going to check out.

MS. NEVILLE: Describe a situation where you've

had to work as part of a group to achieve a common goal. Tell us about the goal, describe your role within the group, and tell us how the group worked or did not work collaboratively to achieve this goal. If you're selected to serve on the Commission, tell us what you would do to foster collaboration.

DR. JEFFERSON: Well, both professional and para-professional I have experiences working in groups and collaborating in groups and to achieve common goals.

I'll speak about a nonprofit that I'm on the Board for. It's African Male Education Network and Development. And basically about five or six years ago, a group of fellow community college administrators, we found ourselves at the Saint conference. For African American men with doctorate degrees and professional positions, and it's six of us at the same conference. That's pretty rare for African American men. You usually you go at a certain level of education and professional stature, it's very few of us there.

So we got together and started talking about the issues plaguing the African American men in education. And we asked ourselves, well, who's going to do something about this? If not us, then who? If not now, then when?

So we got together and we developed this nonprofit. And we look at challenges and issues related

to African American male students in community college Eighty percent of African Americans in higher education in California are at the community college level.

So we do presentations. We do an annual conference for the last three years. Average attendance between 4- and 600 people. My role in most groups I work with is dual, as a participant and a facilitator. I find I have strengths not only working in the process, but working on the process. Not only doing the task, looking at how we do the task. What's preventing us from getting the work done? What are the things we can do in the process to make the tasks a lot simpler to get done? So that's my role in working in groups.

MS. NEVILLE: A considerable amount of the Commission's work will involve meeting with people from all over California who come from very different backgrounds and very different perspectives. If you're selected to serve on the Commission, tell us about the specific skills you possess that will make you effective in interacting with the public.

DR. JEFFERSON: Once again, this is what I do on a daily basis. I have maybe four to 50 people in and out of my office on a daily basis. I work with the public. That's my chosen profession is public work. I started off as a high school teacher in community colleges. I teach

part time at the university. I've done adult education. All my work has been public work. So working with the communities is not an issue.

I think the way we interact with people is connect on a human level. We all have a human condition that we all tie into. Only two percent of -- two percent of what we are is difference. The other 98 percent is all the same. So if we can connect with people on a human level, I think that's where we make connections at.

I've now worked with people that didn't speak any English. I didn't speak any Spanish. But we developed an understanding, because that's how we connect with each other.

So I think working with the diverse population across the state is not an issue for me. I do that on a daily basis in a wide range of diversity from ethnicity to backgrounds to education level to geographic location. I welcome that. I understand that. And I think that's what makes the state a place that I have chosen to live.

MS. NEVILLE: Thank you Doctor.

Mr. Ahmadi, 20 minutes.

CHAIR AHMADI: Yes, thank you.

Good afternoon, Dr. Jefferson. Before I get into the questions that I have listed to ask you, I have a few follow-up on your responses to the standard questions, if

I may ask you, please.

In response to question number one, you stated that one of the traits that you want to see in the Commissioners is to maintain a balance between work and life, and especially if they have another job, between the job of the Commission and their life.

As you know, the Commission has such a short time frame within which they have to produce the redistricting maps, about eight-and-a-half months. How would you meet that goal of yours to maintain a balance should you be required to work intensively extra hours to meet the deadlines? Are you willing to do that?

DR. JEFFERSON: Yes, sir, I'm very willing to do that.

Number one, I spoke to my college president, and part of our responsibilities as administrators at community college is to do community service. So part of my work time can be devoted to this kind of work, number one.

Number two, I thought about my schedule and I have a pretty busy schedule so if I'm chosen for the Commission. During this time, I won't teach. I usually teach a class every semester. I like staying connected to the classroom, being connected to the students. So I decided not to teach during this time if I'm selected.

But also I'm pretty good at balancing my responsibilities. And I think back to when I was working on my dissertation, which can pretty much overwhelm your life if you ever went to graduate school, but it's times when I would work really intensively and get a lot of work done and there's other times I can relax and do things with my family.

I keep a very strict schedule. I look at what I need to do, how I need to do it, and I make sure I stay on top of what I stay on top of it.

Now, things in life come up, of course. But I think if you plan, you dedicate, you spend the right amount of time doing what you need to do, then those times when unexpected things come up, you can kind of work around those.

CHAIR AHMADI: Thank you, sir.

You also mentioned or responded to question number one that preference should be what is best for the state.

DR. JEFFERSON: Yes.

CHAIR AHMADI: What is best for the state?

DR. JEFFERSON: Well, I mean that's for the voter to decide.

I think the work of the Commission is to create an atmosphere where voters can have a say. I'm an

independent voter. I'm not against Republican. I'm not against Democrat. I am not against anybody. I want someone that can do the best work for us.

Now, if the majority of the state wants to go in one direction, well, that's the majority of the direction we go in. If the majority of the state wants to go in another direction, that's what direction we go in. But the voters of the state need to decide that. And our job as a Commission would be to create an atmosphere where the voters can have that say.

And so I wouldn't be the one to say what the best interest of the state is. That's for the people of California to decide.

CHAIR AHMADI: Help me understand. I want to make sure that I got it correct. So you're saying that as part of your responsibility on the Commission, you will make decisions based on what the people will ask you to or which direction to go to? Or help me understand what do you mean by that.

DR. JEFFERSON: I think your question was -- correct me if I'm wrong -- what is the best for the state or --

CHAIR AHMADI: That's part of your responsibility -- the response to question one was about the skills that you possess or the Commissioners should

possess. And your response, if I understood correctly, was that the Commissioners should have -- the top preference for the Commissioners should be to determine what is best for the state and decide accordingly.

DR. JEFFERSON: I may have misspoke.

CHAIR AHMADI: Could be me. I'm sorry.

DR. JEFFERSON: Let me clarify.

The best interest of the state should be decided by the people of the state. My opinion that the work of the Commission should be to help create an atmosphere where the citizens of California can have that say. At this point, I don't think the citizens of California have an opportunity to help guide the direction of the state. I think that's maybe political parties or ideology or something like that.

But our Commission was -- the Commission would be to create boundaries and district lines that give people an opportunity to -- when they vote, it would matter and it would count. And it could help change the direction of the state and hold the lawmakers accountable, which I don't think is the case at this point.

So our mission is not to decide what's best for the state. It's to create the atmosphere where the people of California can decide what's best for the state.

CHAIR AHMADI: Got you. Thank you, sir.

There are certain laws and criteria that the Commissioners have to be in compliance with. Could you please tell us about your understanding of those criteria and laws and rules that the Commission has to be in compliance with?

DR. JEFFERSON: Actually, I know a few off the top of my head.

Last -- I think within the last three elections, I think you had to have voted in two of the last three elections, I believe.

You cannot have worked for any elected office or official as far as the Legislature -- what was it? None of you or yourself or any of your family -- immediate family members cannot have worked for any lobbyist or anything that would cause a conflict to the work that you're going to be doing. Those are some of the things.

I know there are some specific time lines outlined in the law as far as when the work has to be done, how it has to be done.

Everything has to be public as far as what constitutes a quorum and things like that, who has to be present. What makes the votes count. Having three from each category present at the meetings to make sure the vote counts and to be able to pass the final map and things like that.

So those are a few I know off the top of my head. But if you -- legal language is a kind of difficult to understand -- to memorize rather. But I have reviewed those a couple of times actually. So I'm familiar with them.

CHAIR AHMADI: Okay.

There is a federal law which sets the criteria for redirecting, which is the Voting Rights Act basically and there are different sections within that law. Do you think that's a necessary law? Why or why not?

DR. JEFFERSON: The Voting Rights Act? Yes, sir. You know, nothing we do in our country we do -- let me rephrase this.

We always should take historical perspective in everything we do. And unfortunately, as human nature and not just in our country, but in general, if we don't make ourselves mindful of our history and where we've been and how we do things, human nature, we tend to slip back and repeat those same things.

So I think keeping something like the Voter Rights Act and be mindful that is very important, because it remind us of our ideals and what we're striving for and what we want to do and how we want to be. And so I think always keeping a historical perspective of everything we do. Informs us as to where we're going in the future. I

think that's very important, yes.

CHAIR AHMADI: Tell us about your ideas, basically your approaches, should you be selected on the Commission. What are some of the steps that the Commissioners have to take in order for the product to withstand legal challenges?

DR. JEFFERSON: Well, first and foremost, I think before any tasks are done, the Commission has to get together and establish what they want to do and how they want to perform, how they want to operate. And we have rules and regulations and law saying -- but you get a group of people together. You all have to get on the same page. And I think that's first and foremost, to establish norms and how you want to respond to each other. What's going to be tolerated. What's not going to be tolerated. And coming to a conclusion together as what you are there for. That's first and foremost.

Number two, after you do that, I think the tasks are easy to work out as far as doing scheduling, when you're going to meet. How are you going to present information to the public. How are you going to -- you've got to hire staff and hire counsel. And coming to those decisions are easier to do once you get to the point where everyone is in accord with what you have to do.

I say tasks, we can do tasks. We are taught that

from kindergarten. You color in the lines. You turn in the homework at a certain time. The bell rings, you go from one classroom to the next classroom. We're taught to do tasks.

What we don't do in our society any more is we're not taught to work together anymore. So I think that's the big hurdle, especially with a diverse group. You have people that are Republicans and have one mind set and people who may have Democrats. People who are maybe Independents. You have a variety of people who have never met each other from different parts of the state, different backgrounds, different ideologies, coming together to do some work together. So you have to get on the same page.

And after that, tasks are easy to do once you get people working together. I mean, Egyptians built pyramids that have lasted for a thousand years, because they got people working together to do a certain task.

CHAIR AHMADI: What other philosophy would you bring to the Commission's work again to withstand legal challenges when you produce those maps let's say in 2011?

DR. JEFFERSON: Well, you know, you put your best effort forward with integrity. If you work from a point of integrity that you are doing everything according to the rules and regulation, everything above board,

everything according to the law, everything transparent, and you have -- make that process with integrity from beginning to end -- there may be legal challenges, but that may be based on technical reasons. It may be something wasn't -- a T wasn't crossed or I wasn't considered there. Or maybe some boundary was too far in one direction versus another direction. We may make technical mistakes.

But as far as the intent, the thought behind it, the motivation, that to me is the most important thing.

Now, if there's technical issue that come up, you know, we go through the process and we take care of that. But if we have integrity in what we're doing and we follow the rule and we make sure that we are good stewards of the responsibility we have, I think there should not be any major issues related to how do we did our work.

CHAIR AHMADI: Thank you.

As you know, the Commission is allowed to contract with legal consultants to help the Commission with their tasks and ensuring that they're doing everything according with the legal requirements. What qualities would you be looking for when hiring legal consultants?

DR. JEFFERSON: Well, I would say, number one, I think there are some rules listed in the law. They have

to have some experience working with the redistricting and experience in this kind of field, number one.

Number two, I think we have to do our due diligence and look at their backgrounds. If they have been affiliated improperly with maybe a political party or political candidate or something like that, that can pop up later and taint the process. I think that's something that has to be dealt with. Internet age, they can go back and dig up anything on you now from second grade on. So the Commission would have to do that due diligence.

Also I think a very robust interview process, because I want to know why do legal counsel want to work on this. Is it because they want to put a feather in their hat so they can run for office later? Or do we have the interest of the state of California in mind? Do they want to do some work for the public good? Or do they want to just get some experience that they can use for personal gain later?

I think doing those kind of -- asking those kind of questions and doing due diligence as a Commission will kind of -- in asking really good questions will kind of bring a lot of that out.

And then, too, getting together and meeting with people and talking to people and seeing what the vibe is. We can ask questions and get resumes, but when you sit

down and talk to people and you connect with people, I think that's an important part also.

CHAIR AHMADI: Thank you, sir.

You know, I'm really impressed with what your response to question number four standard when you mentioned that, you know, you took steps to create this nonprofit to tackle this challenge for the African American community. You mentioned something about the low number of members of African American community with Ph.D. or doctorate degrees and all of that. I have two-follow up questions on that just to get your ideas on that aspect of your response.

Why do you think is that?

And number two, how would the Commission -- if successful, how would the Commission's work will help alleviate that or resolve that issue or problem?

MS. HAMEL: Five minutes.

DR. JEFFERSON: So low education attainment of African American students, only got five minutes for that question.

Like I say, we have to look at this from an historical perspective, number one, and the view of African American males in our society. And the idea of schools and education institutions as government institutions and how that is viewed in the community,

number one.

We on this side of the fence, we usually look at schools as opening and welcoming environment. Everybody loves each other and we love the kids. But from a community member's perspective, many times they see schools and colleges and university the same way they see a courthouse. The same way they see a county hospital. The same way they see the welfare building. The same way they see the police station. It's a bunch of smart people talking in a language I don't understand that talk down to me. And so we talk about why don't parents engage or why don't students pay attention? Why do they drop out? Because they don't necessarily feel welcome in that environment.

Number two, it's a larger problem than just an African American problem. This is an American problem. An American problem from the standpoint that it's not about a particular community. It's about a particular class of people. If we don't alleviate poverty in our communities, in our country, we're never going to alleviate under-education. We're never going to alleviate crime. We're never going to alleviate drug abuse, violence. We're not going to decrease the population in our prisons. So it's the issue connected to poverty, and those who have and those who have not in our country.

And depending on -- this is the population I chose to work with. But depending on what part of the county you go, if you go to the Appalachian Mountain area, and the other part of the country, it's poor whites or poor Latinos or poor Filipinos. It's not poor people. Not necessarily African American, but it's about a class of people that have been locked out of opportunity in our country. That's the issue. That's what we're addressing with my group.

Now, the other part of the question is how can this work do something about this? Now, not to go off on a personal tangent. When we do have a lot of people that do a lot of lip service to this community saying we're going to create opportunities for you, we're going to do this, we're going to do that, and they don't do anything. They come to the community, make a couple of appearances, they get people's votes. And for the next three, four five years until the election come around again, these people don't do anything for the community.

And so it's very little that these people who feel they have no voice can do about it besides vote. If they feel their vote doesn't matter, they don't even do that. But if we get to the point where they feel their matters, they can exercise that right.

We have people that run for office that do want

to do the right thing, but have no shot in the world of beating an incumbent who has all the backing, all the power all the power. Have the districts rigged, they're going to win every time.

I think that's how in this process it can help these individuals in the community. And that translate back to people having hope. People getting more involved in the process. People getting more involved in their schools, communities, and different things like that.

CHAIR AHMADI: So in what ways the Commission will improve that situation?

DR. JEFFERSON: Once again, I think the Commission's main work is create the environment. This goes back to leadership theory. Good leaders don't necessarily do the work. They create the environment where the work can get done. They remove barriers for people to do the good work.

Now, there are going to be people out there who are going to do the work. The job at the Commission is to create the Commission where good work can happen. And I think right now we don't have that environment. We have an environment where people the citizens -- their votes matter and they want to be active part of the communities. They want to be active in the political process. They want to be active and have a say in their futures. We

don't have that environment.

But hopefully the work of the Commission can help create that environment where people want to get involved. And if they want to get involved, that's what uplifts communities. People coming out and getting involved. And they're doing work for not only themselves, but their neighbors and their husband and sisters and who lives down the street and across the road and all those things.

CHAIR AHMADI: Thank you, sir. No more questions.

MS. NEVILLE: Ms. Camacho.

VICE CHAIRPERSON CAMACHO: Hello, Dr. Jefferson.

DR. JEFFERSON: Good afternoon.

VICE CHAIRPERSON CAMACHO: I have a question related to your nonprofit organization.

DR. JEFFERSON: Yes, ma'am.

VICE CHAIRPERSON CAMACHO: You had to get the word out to these individuals to let them know that these services were out there for them. How did you do that? Or how do you do that if you're still doing it now, to get this word out to these individuals to tell them that this service is available to them?

DR. JEFFERSON: We go talk to people. It's a funny thing. We got to the point in our society where we don't talk to each other. And in particular, related to

nonprofit, we're talking about African American men. This group of young men on campus, and they may have braids in their hair and pants may sag and have a big T-shirt on. People walk right by them. Don't see them. They're invisible.

But when someone walks up to them and say, "Hello, Mr. So and So. I'm Professor So and So," they open up. And you realize that, okay, yeah, baggy pants and some braids, but it's a young man there. And he has hopes and dreams and aspirations. And if you show them that you care about them, they're not knocking on your door every other day about something. And you discover who that person is.

It means to a larger context where of -- once again, human condition. We don't view each other as human beings anymore. We put a label on everything. Whether it's someone's "race" or where they're from. We have issues where there's no such thing as race scientifically, socio economic and other such. We put so much label on stuff that we take that label for who they are.

So one of the things we do to get the word out is we talk to people. We welcome the people and tell them.

Number two, we are pretty technology savvy. So we have a website. We direct people to the website. We use a lot of our personal connection to the community to

get the word out.

There are people that are starving for the kind of information we give. They're starving for the kind of opportunities that we give people. Once we say this is what we're doing and this is what we want to do, people are flocking to us.

Our biggest issues now is controlling our growth and not growing too fast so we don't implode on ourselves, but looking strategically down the road at how do we maximize our efforts. So our first conference I think we had about 250, 300 people there and we try to do a very good job at what we do. Our second conference, we had about 600 people. We doubled. So doing good work, you know, the word-of-mouth spreads quickly. So our main goal has been to control the growth.

Another way we do it, we talk to -- another issue I think we have as a country something we grew up with, we talk to people who look like ourselves. We talk to everyone, whether you're African American or Caucasian American or Asian American or Latin American. We invite everyone to the table to speak.

Because once again, this is not a African American problem. This is an American problem. And so all of us historically have had a hand in the problem. All of us for the future needs to have a hand in the

solution. And that's the only way we're going to survive as a country. That's how we get the word out. We bring everyone to the table. And once again, we connect to that human condition of everyone and everyone shared responsibility of that.

VICE CHAIRPERSON CAMACHO: So your nonprofit is not just for African American males? It's you get the word out, and if somebody needs a service or guidance or mentoring, that you provide, they're welcome.

DR. JEFFERSON: Yes, ma'am.

VICE CHAIRPERSON CAMACHO: Do you know how much diversity you have in your nonprofit or the services you provide to these people what the diversity is?

DR. JEFFERSON: Well, diversity as far as the student participants or the people that help us?

VICE CHAIRPERSON CAMACHO: The student participants.

DR. JEFFERSON: I don't know off the top of my head. We've been pretty well diverse. I don't know the numbers off the top of my head. It's been mainly African American male students that have attended most of our conferences, because that's what kind of the mission of the program is. But we've had Latinos student. We had white students. We have Asian students, because it's more about once again about a class of people.

And one of the good things that's come about I would say from a hip hop culture is our kids, they listen to the same music. They dress the same. They dance the same. They all ride skateboards together. And so they connect to the same things.

So if we have an activity and someone says, "Hey, man. I'm going over here to do that, that sounds good. I'm going to bring my buddy with me." It doesn't matter his buddy happens to be Cambodian. That's my buddy. And it's fun. "He's going to come with me." We welcome everybody in.

So off the top of my head, I don't have a statistic. I know welcome come everyone, and it's an environment where everyone is made to feel welcome. And once again, it's not necessarily about ethnicity, but this is more of a class issue to me than ethnic issue.

VICE CHAIRPERSON CAMACHO: Okay. There was a statement in your application and this could probably relate to the conferences that you provide for your nonprofit services. I'm curious where and to whom have you volunteered to speak and present.

DR. JEFFERSON: It's mostly been organizations and agencies affiliated with education and community colleges. For example, the League of California Community Colleges, that's one we spoke at. We're up in Oakland at

Merritt College. Actually, we spoke -- went to do a presentation there one year, and this year actually March 10 we had our annual conference at Merritt College. The American Association of Community Colleges is another place we went. I'm trying to think.

We divided up speaking engagements, because scheduling and different things like that. But those are a few. Most of them have been education related activities or community organizations that may invite us out to speak to talk about our services, college fairs or different things like that. So it's been a variety.

I went off and left my resume on my printer. And so I had a list of my speaking engagements on there. So I ran out of the house trying to get to the airport.

VICE CHAIRPERSON CAMACHO: That's okay.

During these speaking engagements, was this like not just information provided but also information received from the audience?

DR. JEFFERSON: Yes, ma'am. We don't talk to people. We talk with them. I mean, if we want to come up with a solution to what's going on, we have to have a dialogue.

And we -- and myself in a particular, but as a group, we don't make no bones about it. We don't have all the answers. For some questions, we don't have any

answers. But someone has to start a dialogue about it. Someone has to talk to them about this.

We pride ourselves and it's a saying you speak truth to power. So there are a lot of things that have gone on that people just kind of ignore, kind of sweep under the rug. And we highlight those things. We highlight the disparities. And we ask why is there disparities? What's going on in your college or your school or your community? Then we ask, what can be done about it? Because we just want to bring up the issue. We all know the issues.

But the purpose of our resistance is to find solutions to the issues. And so that's our main purpose. So we ask -- we do a lot of interactions with the audience. Okay. What can you do? Even if it's just volunteering to go read books to kindergartners in your communities, that's something you can do. Because many African American male students in our community schools don't get read to. They don't get read to before they come to school, they don't know how to sit down on the mat and be still for five to ten minutes at a time. They can't be still for five to ten minutes at a time, they're labeled discipline problem. They're labeled discipline problem, they're put in special ed classes. They get put in special ed class, they're tracked through high school,

they don't get the A through G requirements to be able to eligible for Cal States and U.C. So it's small things that trickle up to big things.

So we try to get people involved, ask them what solutions can you bring. Everyone seems to be looking for this magic bullet or this one pill that can solve everything. That's not what does it. It's these very small things.

Even if you can volunteer to be a crossing guard at the corner down the street from your house to make sure that the kids get to school on time. And the ones you see that come late every day, get on them get to school on time, so they don't miss the first 10, 15 minutes of school and be behind the rest of the day. It's small little things.

So we do engage the audience that we speak to try to help them bring some solutions that we can do at home, in their neighborhood, in their schools, in their communities.

VICE CHAIRPERSON CAMACHO: Thank you.

In your application, you describe a four year experience teaching high school in Compton. Were there any experiences there from which you learned that could help you as a Commissioner?

DR. JEFFERSON: It's interesting, because I was

fortunate to find my calling in education early. And I did that in Compton. In Compton, it has this reputation -- people say, "You better watch out. They do drive-bys on 12:00 on Sunday afternoons." But I found a community of love of acceptance, of hope in the face of some of the horrendous conditions you can think about. And I found that people were desperate for some type of something to believe in, some trying to find some facts. We have this image of single parents and gang-banging sons. Both parents worked two jobs and asking me, "What can I do to get my son out of high school and get him to college? We really want to go." That's what I found there.

So that taught me to look behind the shade, behind the screen like in the Wizard of Oz. Ignore the man behind the screen. You have to look behind there and see what's behind there. When you see someone, you need to ask their story. You need to find out where they are and who they're from and what they want to do and what their dreams are. And that's what I learned in Compton. You have to look beyond what you see to get to know people and who they are. And I've taken it with me every step of my life since then.

When I have students come into my office now and they sit down and have a problem. Maybe they got in

trouble in their class. Maybe the campus security picked them up for something. I don't just judge what I see. So and so rides the skateboards, so we brought him in.

I talk to the student. What's going on with you? What's happening? And you'd be surprised how much you find out about students based on talking to them. Or people in general based on talking to them.

So that's what I brought with me from Compton. Find out what people are. Now the consequence may be the same. Maybe I have to suspend the student. But they know I did it because that's what has to be done, not because I didn't like them, not because I thought bad about them. Not because I looked down upon them. So that's a different understanding. So when they come back after the suspension, they come see me and we talk. And hopefully I can do something and guide them through their education without getting in trouble anymore. So these are the things I brought from Compton.

VICE CHAIRPERSON CAMACHO: Thank you. That was my last question.

MS. NEVILLE: Ms. Spano.

PANEL MEMBER SPANO: Good evening. Along the lines of your teachings at Compton, how did you handle the discipline problems in that student population?

DR. JEFFERSON: It's an interesting thing.

I coached football at Compton. At Dominguez High, I was assistant football coach. And I went over to Centennial Hall which is also in Compton, I was head football coach. As a football coach, you get some liberties as far as student discipline goes. And it's an inherent level of respect, football coach, number one.

Number two, it sounds kind of corny. It sounds simple, but I talk to my students and I communicated with them. And so there was a level of respect there they had for me. So I didn't get certain discipline problems in my classes.

As a matter of fact, I had the other issue where I had students that didn't want to go to the rest of their classes. They want to sit in my class all day. I mean, I think many times with kids, these are from Compton. They're this. They're that. These are kids. And like any kid, they want to please people who they care for. They care for them, they love and that loves them. They respect and respects them. And so if you show that to kids, then they're going to want to please you.

Now, some of their behaviors weren't always the best, because sometimes they weren't taught certain boundaries. Weren't taught certain things are inappropriate. I mean, Compton, we had about 30 percent of our school population was foster home and group home

kids, dramatic upbringing. A lot of things that would break me, these kids have lived through. So I always had to take that into respect. So a lot of it goes back to I was teaching not only biology and chemistry, but teaching life lessons, teaching what's appropriate, what's not appropriate. So I didn't have a lot of disciplinary issues.

And with that, some of the students that may have been more difficult, the classmates got on them more than I got on them, because you don't do that in here, not in this class. So they could kind of discipline each other more than I would have to say anything. And being a football coach didn't hurt anything.

PANEL MEMBER SPANO: So you were the science teacher? You did teach science?

DR. JEFFERSON: Biology and chemistry.

PANEL MEMBER SPANO: How did that go?

DR. JEFFERSON: I loved it.

PANEL MEMBER SPANO: You taught biology with a minor in chemistry.

DR. JEFFERSON: I went to Xavier University in New Orleans, have a Bachelor's in biology and a minor in chemistry.

And too chemistry and biology is some of those classes that lends themselves to different learning styles

and different learning modalities. They're not sitting in the classroom and watching the teacher write on the board and talk all day. They're mixing chemicals. They're dissecting frogs or doing something. We're outside looking at grass. We're using -- learning modalities that are not really touched upon in most of the classes.

I mean, if we would teach differently, we would cut down on most of the disciplinary issues we have in classes. So they got -- and we engaged. So when you engage students, you don't have this issue. So that's one thing I love about teaching science.

PANEL MEMBER SPANO: As you -- do you find that when you were teaching in Compton there were certain areas of common interest that these citizens share? Can you enlighten us about some of those? I know there were -- you mentioned concern about parents not being able to get their kids in college. Are there shared interests that you feel that may benefit maybe your Commission work?

DR. JEFFERSON: Shared interests, there's a researcher Maslow -- and I'm sure everyone heard Maslow's hierarchy of needs. And he lists -- once again, I say this all the time and people always look at me funny. Goes back to human condition. No matter where we're from who you are, what you look like, what our backgrounds is, there's things about us that are all the same.

People in Compton, they want security. They want their sons and daughters to be safe goings to school, coming from school. They want their kids to be safe going to the playground. They want their kids to be safe going to the store down the street buying bubble gum. They want to have a good job where they can pay their rent and buy foods for their kids and buy their kids nice things and keep the lights on. They wanted psychological security. They didn't want the police running up and down the street all night or the helicopter above their head or violence or something like that. They didn't want all this trauma around them all the time.

They wanted opportunity for their kids to have a better education than they had. So they wanted good schools. They wanted all the same things that we all want for our sons and daughters.

And it's nothing I would say I pull from them that I don't see every other person that I talk to. So I think if we meet their basic needs in many respects, I think they can take over from there. If we can get them some working class wage, then they'll handle the rest. They'll make sure their son -- if we can get them books in their schools and make sure every kid has a school book and not a book with half the pages missing and the back cover torn off. And you have 40 kids in the classroom and

only 30 books. If we get them books, they'll make sure their sons and daughters do their homework and get to school every day. They just want to make sure they got books and make sure they can take a book home to study. So they will go to great lengths to do the things they can do.

They need a little hope and guidance and help to get there. And many times we don't give them that hope and that guidance and that opportunity. So I think more than anything -- and they want opportunity. They want opportunity just to kind of do the same things the rest of us want to do.

PANEL MEMBER SPANO: How do you feel redistricting could either help them or address it?

DR. JEFFERSON: I think it goes back to, you know, opportunity in many respects for comes down to jobs and education. And education is the best hope for a person to go from one class to the next class is the education. And chances are, statistics show that if one generation gets a degree, then the next generation will at least get that degree. So if we get a generation into college, their children and grandchildren and so on will probably go to college.

And so I think you know, decision about funding for schools, about funding for after-school programs,

about opportunities for jobs and job growth and where our stimulus money that comes to the state may be put, that comes through Sacramento. That comes from our Legislatures. That goes to our local political boards.

So I think that goes back to work of the Commission to once again -- and I say this again to create the environment where these people who go vote and go vote religiously, many of them have a rare opportunity to have a voice in the process and not just cast a vote for a pre-determined outcome anyway.

And so I think that's where, you know, the work of Commission comes in handy. If you have citizens that says, this is our concern. Listen to us. You have a politician that doesn't listen, then next time they with vote for someone else and the other person may have a real opportunity of winning, instead of just a shot in the dark of eventually beating whoever the incumbent is. So that's why I think the work with the Commission comes in at.

PANEL MEMBER SPANO: Thank you.

What is the meaning of geographic diversity in relation to redistricting?

DR. JEFFERSON: Geographic diversity. I live in southern California, Los Angeles, and I go from literally snowboarding in Big Beer in the morning and I can be on the beach in Santa Monica that afternoon and everywhere in

between. So I know it's a lot of California is one of those states it's a lot of change from the deserts to the mountains and I enjoy it all.

I travel quite a bit throughout the state. I was up in the Shasta mountains not too long ago. Really nice bed and breakfast Brigadoon Castle. I'll put in a plug it. But you know -- and so I know geographic differences. You know, you have to take that into consideration because we want to make sure that we have districts that are equal in population. So some districts may be larger than others. Some may be smaller than others. I know we make an issue about whether it's rural or suburban or urban, and so there are some difference in that. But I wouldn't give that more weight than we probably should once again, I think there are common issues.

There are some differences if you have a farming community, it's different from an industrial community. We take that into consideration. But I don't want to put more credence into our differences than we need to. We may have to address those, but I think there are some common things that we can find that we can work from first. Then we look at the slight differences that may be interesting.

PANEL MEMBER SPANO: What would you look at first?

DR. JEFFERSON: As far as a Commissioners?

PANEL MEMBER SPANO: Yes.

DR. JEFFERSON: I guess for a geography, districts that make sense. Let's not have a piece over here, a big piece over here, and then a little thin line over here, and then another big piece over here. I mean, I would look at districts that make sense. They're intact, whole districts, instead of kind of these weirdly drawn curve kind of over here, kind of bend over there shaped directs. Let's look at continuous districts that has population people that are together and form districts like that.

So first thing I look at is all these little weird districts that don't make any sense at first blush.

PANEL MEMBER SPANO: What does appreciation for California's diversity mean to you?

DR. JEFFERSON: I take the word diversity in the largest sense of the word. I think we're kind of conditioned to hear diversity, first thing we think about is skin color or language or country of origin or in this case now religion, unfortunately. But now diversity is class and socioeconomic status. It's learning ability. It's physical ability. It's political leanings and opinions.

Diversity can be -- you know, you can have two

Colombian American men. One is poor. One is rich. They're both Columbian. They can be from the same town in Columbia, but there's diversity between those two men.

So I think you have to look at diversity in the largest sense of the word. California is probably one of the most, if not the most, diverse communities in the world. So I think that's one of the strengths to California. And so I think that's one of the things we should embrace and look at as a strength how can we maximize that diversity instead of trying to separate each other out.

And I think working in community colleges -- I mean, that's what we get. We get every walk of life we can think about walking through the front door from a 78-year old grandmother literally to a 14-year-old young man I talked to last semester who is at a genius level right now is in our classes. So we have great diversity from county of origin to students that are at basic skills level to students that are taking advanced quant analysis.

Students that are in my office, she's divorced, her and her husband own a million dollar company, she just happened to want to come back to school, to people that want to start first time -- entrepreneurs who want to start their own companies. So it's great diversity I see on a daily basis. That's what I enjoy. You get them

sitting down and talking to each other, and now you got all these stories going back and forth, where they're from and what they've done. That's the part that excites me about my job.

PANEL MEMBER SPANO: Do you feel it's beneficial to have a diverse Commission?

DR. JEFFERSON: Yes, I do. And once again, in diversity with a capital D, very large definition of diversity from urban, rurals to areas, from northern California to central California, from southern California to the desert, from professional to maybe stay-at-home dads to -- I mean all that informs the work of the Commission. All of that adds to the voices that get spoken on the Commission when they're doing that work. All in adds to the considerations that we give.

Because if I don't have particular experience, it may not be that I have malice for someone or purposely forget them. I'm don't have the experience that you have. So when you tell me about it, I can say, "Oh. Let's look at that."

And then, too, from a larger context, I mean just people who are civic minded and want to -- if they are volunteering to do this, they're probably volunteering to do other things, too. When you're telling me your story, you not only inform the work of the Commission. I go

other places and I have your story in my head and I tell that story to somebody else. When I make a decision, your experience has enlightened me because we have a shared experience now. So I may make a different decision.

So I think this has a trickle effect for the rest of our lives as far as what we get from each other and how that diversity of experience plays out in a number of different ways.

PANEL MEMBER SPANO: Thank you.

Describe for the panel the issues you're aware of regarding public confidence in the integrity of the redistricting process.

DR. JEFFERSON: Well, I think early -- I've talked to several people about it. I think a lot about it. I think we're very forgiving public. If you give us an opportunity for us to believe in something, we'll believe in it. We'll try it for a while. I think if we start this work -- it starts with this process you're doing right now. And I think it's good that you all are send out a lot of information about it. I get an e-mail every other day with an update. I think that's good.

But get information out to the public, I think that's the main thing. Once the Commission is formed and they make sure they get information out to the public, there are updates. There's access to the public, whether

it's on the Internet or public access, television or anything like that. Just keeping the public engaged I think will keep popular opinion behind the work of the Commission.

And then, too, I think a lot of people are excited, because it's regular citizens get an opportunity to be a part of the process. I think that's what a lot of people really want. They're tired of the in-crowds, so to speak, having all the say and being in the driver's seat. And now there is a chance for the regular people to be part of the process, unaffiliated people to be part of the process. So I think as it goes on, a lot of excitement is going to be generate. And hopefully it gets people back in the mind set of having a discourse about our politics and get people back in the voting booth.

PANEL MEMBER SPANO: Thank you. What do you believe will be the most challenging duties and responsibility of the Citizen's Redistricting Commission?

DR. JEFFERSON: I know it's-- getting us all on the same page I think is going to be the first challenge we have to face. And I don't know anyone on there, even if I'm on the Commission. But that's always the biggest challenge, because that's the only people, that's the only personalities. Once we overcome that, I think things will fall into place.

Another challenge is going to be just the volume of information that we're going to have to digest. There's going to be a lot of information. There's going to be a lot of technical information: Graphs and charts and maps and statistics and all these other things like that. Computer software comes into play. So a lot of that is going to come into play. And being able to digest that kind of information I think may be a challenge for some people.

I went through a dissertation process at UCLA, so I think I can handle it, because they find of put you through it there when you're getting your doctorate. But I think that's going to be a big challenge. If we can all get on the same page and have the same mind set about what we're doing, how we're going to do it and hold each other accountable for the process.

I think the only other challenge is going to be really just being able to digest the amount of information that we're going to have to deal with and be able to do that in a time frame that's fairly short. Like I said, about this time next year, we should be starting to wrap up our work. So that time constraint is going to be a challenge for us.

PANEL MEMBER SPANO: One minute. Do you think it's realistic to get this one in eight-and-a-half months?

DR. JEFFERSON: I think it can be done. I've seen some things in a pretty short time. But I want to see -- it's going to depend on how much we all jump into it, and number one. The technical skills we all come with, number two. And how quickly we can pick up new skills or we're going to have to develop. Because none of us are going to have all the skills we need to have to do this work. But how quickly we can pick up the skills.

When I interview people on my staff and we do the hiring process, I look for capacity. May not have the skill. I look for the capacity people. Can you learn this? Can you develop into what we want you to develop into? So you may not walk in the door knowing all the answers and all the process and procedures, but can we grow together to be agent to do this in the time frame that we set out to do?

MS. HAMEL: Time.

MS. NEVILLE: Dr. Jefferson, why did you leave your teaching post?

DR. JEFFERSON: Which one?

MS. NEVILLE: The one at Compton Unified.

DR. JEFFERSON: Well, I was a little young and a little more impetuous I guess.

No. I got a little frustrated with being in the school system that did not -- I felt at the time didn't

have the best interest of student at heart. So I had an opportunity to work for a nonprofit that worked in the same community that I could still serve students.

So once again, it was the idea of not working in the system, but actually working on the system. And so I had students that had immediate needs right now -- if you have kids that come into school hungry, I can't talk to them about their homework. They're hungry. I had kids come to school shook up because they moved from one group home to the next group home the night before. They're not worried about their biology lesson at that point. They need help. I have students that the police came and took their little brother away the night before, so they've been up crying all night. They're not trying to hear my lesson about balancing equations.

So this nonprofit I went to work for gave me an opportunity to meet some immediate needs of students. I had students that were homeless. I can give them housing. Had students that had dropped out. I can get them into the GED program and then get them attached to a job training program that got them into a unionized construction job. There were kids who didn't want to go to school, didn't have any clothes, didn't have any shoes. So I can actually go and get clothing for students who did not have clothing.

So I can make some immediate needs of students, so they can be engaged in the education process. And those things I couldn't do as a teacher. And I had been blessed with some talents and traits that I was able to get this opportunity and so I can still work with those students to, you know, once again create the environment that they think and engage in the education process.

MS. NEVILLE: I can see that the glass is half full for you, which is a good trait. But I wanted to ask you, was Compton still under State control when you were teaching there?

DR. JEFFERSON: I think the year I left they were -- it was during that transition year, yes, ma'am.

MS. NEVILLE: So that was a very, very difficult year in the era of Compton?

DR. JEFFERSON: Yes, ma'am.

MS. NEVILLE: And were you in that area of transition between State leadership and local leadership? Is that part of what was going on?

DR. JEFFERSON: You know what? I can't even blame it on that. I think at a very base level -- I mean, that was politics going on. But at a very base level there are some things going on at the school level with teachers who were going to be there regardless of state administrated or not that weren't meeting the needs of

kids.

So I had a really big issue with professionals not putting students first. I had a big issue with as a school not as a district but as a school or even as the department as a science department not doing what we need the do the need the needs of kids. Basic things to meet the needs of students. So that was my frustration.

We were a little removed from the Board and the State control and stuff. We were at a very base level where we weren't doing we needed to do.

MS. NEVILLE: I appreciate that.

I wanted to turn your attention to something that Mr. Ahmadi was talking with you about earlier, which had to do with some of the legal requirements that apply to the redistricting process. And I'm not going to grill you and ask you a series of legal questions, rest assured.

DR. JEFFERSON: Thank you.

MS. NEVILLE: This is not the bar exam. And you will have the luxury of having a very adept legal counsel I'm sure if you are selected to serve.

But I want to ask you a little bit based on what you know today about the Voting Rights Act. One of the laws that apply to redistricting are very, very complex. It includes the U.S. Constitution, related case law, the federal Voting Rights Act, some of the provisions in the

Voters First Act.

One of the things that the federal law does require is that under certain circumstances when districts line are being drawn that those lines have to be drawn in such a way that the rights of certain minority, racial, or ethnic groups have to be protected so they can elect a candidate of their choice. If that ends up as a conscious decision where you are indeed looking to see this community of interest whose political district boundaries are to be drawn in such a way that their right to elect a candidate is protected, is that something that you're comfortable doing if you're advised by counsel that is a legal requirement. Are you comfortable using that as the criteria when you make your decision?

DR. JEFFERSON: If that's a legal requirement, yes, ma'am. Once again, in our country in particular, we have to take a historical perspective on everything we do. And Voting Right Act, that's part of our historical perspective. And I'm very comfortable taking that into consideration if that needs to be the case.

MS. NEVILLE: I do not think I have any further questions at this point.

Panelists, are there follow-ups?

CHAIR AHMADI: No.

PANEL MEMBER SPANO: No.

VICE CHAIRPERSON CAMACHO: I have a few questions.

Hello, Dr. Jefferson. One of the comments that you made was some of the people that go out to -- they are reluctant to talk to a bunch of smart people. Would you consider since you have an advanced degree and you're very well educated to be able to go out and talk to these people?

DR. JEFFERSON: Well, it's the ability to -- I call it -- the term is code shifting. You know your audience. You don't talk down to people. But I don't walk in using every word in the thesaurus I can think about, number one.

And when I'm out in the community, I introduce myself as Patrick. Hello. How are you doing? I'm Patrick. I don't say I'm Dr. Jefferson. I mean, I still look funny if something says Dr. Jefferson to me. I mean, because I know who I am. I know where I came from. And so that title, you know, it's I earned it, but that's not what I am. I'm the son of Willy and Geraldine and the grandson of Henderson. I know who I am. And from that is how I relate to people.

And once again, like I said, it goes back to connecting with people on a human level as who they are and showing genuine interest in who they are. And asking

well, hello. How are you? I'm Patrick. Who are you? How do you do? Where are you from? Tell me about yourself. And being genuinely interested in that and looking at them and engaging with them and talking to them. And that's how you talk to people. You don't need to go -- you talk with them. You don't talk at them. You talk with them. And letting them tell their story and find out what that you are story is. And then you build connections with them. You find out maybe their parents was from where my parents were. Or they like some food I like. Or they think gas is too high; I think gas is too high. So I would have no problem doing that.

And once again, I do it on a daily basis. I have a doctorate degree. But I work in south central Los Angeles where most people don't have a high school diploma. They graduated -- if they graduate, they attend some of the lowest performing schools in the state and the nation. So I talk to people on a regular basis that have less education than I.

And I use my education as a way to let them know what they can accomplish. My grandparents, both sets, did not make it past the fifth grade. My grandmother and her sister, they ran away from a Native American reservation. My father graduated high school because he stayed there long enough. After about six years he got a diploma and

he left. My mother, she graduated high school, but she didn't have any other desire beyond that I don't think.

So I know where I came from. So this American dream we have is a generation of dreams. It's not what we can do for ourselves; it's what we can do for those who come behind us.

So I communicate that people. Don't look at me like I'm Dr. Jefferson. Look at my story. Look where I'm from. And then look forward to what your story will be and what you can accomplish. And that's how I connect to people.

VICE CHAIRPERSON CAMACHO: Thank you. That was my only question.

MS. NEVILLE: If you wish to make a closing statement, you have about seven minutes remaining.

DR. JEFFERSON: All right. Thank you.

First of all, I want to say thank you for taking the time. This past summer I hired six positions at my college and my divisions. So I understand about long interview sessions and the same room and the same chair for days on end. So I've done this. So want to say thank you. I appreciate the time and the opportunity to be here with you.

I want to say that I have dedicated my life to public service. For me, it's been education. And my joy

and my passion has been helping people through education. My reward is not dividends. It's not stock options. It's not, you know, a big raise. It's seeing people being successful. It's seeing people graduate. It's seeing people meet their goals or get their GED or certificate, whenever they come to the college for. That's what my joy is.

So public service is what I intend to do for the rest of my life. And I see this as another opportunity to help a broad range of people in California to hopefully translate into some success in their life and try to create opportunities for people to create their own destiny to have an opportunity to shape their own lives and to choose their own direction and not be boxed in and so packed they have to go down.

So if I'm given an opportunity to serve on the Commission, I would cherish that opportunity. I will work hard. I will serve with integrity and honor. And I will do everything I can to make sure that we make this process complete and meet our goals and every resource I have bring to bear on behalf of the Commission to do our work.

CHAIR AHMADI: Thank you, sir.

PANEL MEMBER SPANO: Thank you.

VICE CHAIRPERSON CAMACHO: Thank you.

MS. NEVILLE: We will return tomorrow at 9:14.

Thank you very much.

(Thereupon the Panel recessed at 5:54 p.m.)